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ABSTRACT

This document reports the results of a study by a special AASA commission on the status of the superintendency in 1969-70. A stratified sample of superintendents was selected and superintendents were categorized according to pupil enrollments in their school districts. Major topics reported are (1) personal dimensions of the superintendent; (2) professional experience; (3) professional preparation; and (4) work schedules, issues, and images. Extensive tables and figures are provided. (JF)

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The American School Superintendent

An AASA Research Study

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Foreword

As young America changed from a political experiment in a remote frontier to the most powerful industrial nation in the world, the schools changed too. Only those elements that withstood the test of time and growth have survived. Today the American public school is a comprehensive, effective, dynamic, and clearly essential social institution.

Likewise, the evolution of the superintendency, a position born more than 125 years ago, is not yet complete. It never will be complete as long as the schools remain decentralized in a free and changing society. What form the superintendency will take will depend, in great part, upon the professional vision, enterprise, statesmanship, and courage of individuals in the generations of superintendents and board members still to come.

Ellwood Cubberly, a brilliant predecessor of the modern-day superintendent, stated it well. He said, "The opportunities offered in this new profession (school administration) to men of strong character, broad sympathies, high purposes, fine culture, courage, exact training and executive skill, who are willing to take the time and spend the energy necessary to prepare themselves for large service, are today not excelled in any of the professions, learned or otherwise. No profession offers such large personal rewards, for the opportunity of living one's life in moulding other lives, and in helping to improve materially the intellectual tone and the moral character of a community, offers a personal reward that makes a peculiarly strong appeal to certain fine types of men and women."

What manner of man is attracted to the superintendency? My own professional career appears to have followed the typical line from teacher to principal to superintendent. There were problems at the start of my career as there are now, differing mainly in focus and intensity. Based on my contacts with superintendents around the country, I have good reasons to question the significance of the many new criticisms now being made of education in general and of the superintendency in particular. I am heartened that my personal hunch can now be confirmed by the research data in this study. The superintendency has *not* lost its impact or prestige as a result of the new wave of critics. Superintendents have *not* lost faith or face, in spite of the great upheavals of our times. If given the opportunity, a resounding majority of today's school administrators would do it all over again.

While the AASA assumes full responsibility for any errors of fact or interpretation in this report, we gratefully thank the scores of people who gave so generously of their time and energy in its preparation. Special appreciation is extended to—

The school administrators who completed the sometimes difficult and rather complex data-gathering instrument.

The Northwest Regional Educational Laboratory in Portland, Oregon, for their assistance in processing data.

Dr. Richard E. Scott and Simeon P. Taylor III, NEA Research Division, for selecting the sample, providing the programing and processing of data, and suggesting appropriate techniques for statistical analysis.

Dr. Robert L. Rose, AASA Intern, and Dr. Perry Keithley, graduate student, Washington State University, for the time and talent they contributed to various phases of the study.

Jerry Rottier and Josué Cruz, graduate students at the University of Wisconsin, who were involved in the final data analysis.

The AASA Commission on the Preparation of Professional School Administrators and particularly its chairman, Dr. Stephen J. Knezevich. This Commission designed the questionnaire, ordered the data collection, outlined processing procedures, interpreted and reorganized computer printouts, and prepared this final report.

Forrest E. Conner
Executive Secretary

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Chapter 1

Highlights of the Study

The Research Design

A special AASA Commission was created to report on the status of the superintendency in 1969-70, thus updating the series of reports begun almost 50 years ago. At the time of its organization the Commission was a cross section of the profession and included four practitioners, four professors, and a chairman who was then an AASA staff member. The Commission prepared two research studies, one focusing on the profile of the superintendency and the other on preparation programs for it.

A stratified sample of superintendents was selected with the assistance of the NEA Research Division. The four major categories of superintendents were based on pupil enrollments in their school districts rather than on civilian population as in previous studies. Better than three out of four superintendents in Groups A, B, and C returned questionnaires. The response rate from the rather unstable Group D was less than one-half that of the other strata and prompted special treatment of Group D responses. They were not included in the computation of the 1970 National Profiles.

The 1969-70 sample of superintendents was not based on the traditional rural–urban dichotomy, but was derived from a much more comprehensive universe. The percentage of superintendents in Group C districts was almost three times that of superintendents in Groups A and B combined. The total number of returns processed in 1969-70 was smaller than in previous studies and was a more efficient number for processing.

Two national profiles were developed. The National Unweighted Profile follows the traditional approach for computing the national picture. The National Weighted Profile is based on a more sophisticated statistical treatment of returns from strata of different size and with varying responses.

Personal Dimensions

The median age of the superintendent in 1969-70 was 48 years. This statistic and others indicate that the trend of increasing median age, which could be inferred from prior studies beginning in 1921-22, has been arrested and is perhaps beginning to be reversed. The strata with the largest pupil enrollments are attracting a higher, although still very small, percentage of superintendents under 40 and are retaining the smallest percentage 65 and over since 1950. Younger men are found in the largest numbers in districts with the smaller enrollments, but all age ranges can be found in every stratum. The highest percentage of "experienced upward mobiles" is found in Group B districts. Almost one in four superintendents in schools with enrollments of 25,000 or more is 60 years of age or older. The wide age range in Group D is evident from its ranking first in the percentage of those under 40 and second in those 60 and over.

The superintendency continues to be a man's world. The few women (less than 2 percent) are most likely to be found in districts with enrollments of less than 10,000.

Most superintendents still have their origins in "small" or "rural" communities, but it is in such communities that most of the superintendencies happen to be as well. There is evidence that more superintendents than ever before have small or large city backgrounds. Those in Group A districts have background characteristics that are significantly different from the national profile.

Professional Experience

Data collected on the work experience of the 1969-70 superintendent permit the generalization that the "typical" superintendent started his career in education at about age 23, as a science, math, or social studies teacher in a secondary school. ("Typical" is defined by the median in the National Weighted Profile.) He was more than twice as likely to have begun his career in secondary as in elementary teaching. The chances were almost eight in ten that he coached some sport.

All told, more superintendents than ever before had classroom teaching experience (almost 96 percent). Better than 99 percent of the superintendents in Group A districts had "chalkdust on their sleeves." The typical 1969-70 superintendent had spent more than six years in the classroom.

After about six or seven years in the education profession, the typical superintendent moved into his first administrative or supervisory position. The modal age bracket was 25-34, when over two-thirds of the superintendents assumed their first administrative post. The point of entry more often than not was the principalship or assistant principalship. In general, the larger the district, the more likely it was that the point of entry into the superintendency was a central office post. The great majority of the 1969-70 superintendents had not been employed in a postcollege noneducational position.

About the age of 36, or some thirteen years after entering education, the "typical" superintendent earned his appointment to his first superintendency. His starting salary, in roughly the year 1960, was about $7,610. He spent about 4½ (median) to 6½ (mean) years in his first superintendency. Slightly over 1500 pupils were enrolled in his district.

By 1969-70, the "typical" superintendent had devoted 9.3 years to the superintendency. His starting salary in his current position was almost $12,000. His current annual salary in 1969-70 had reached $17,310.

Superintendents are not a highly mobile lot. Over three-fourths have stayed in two or fewer districts. Those in Group C and D districts appear to be "going around in circles," moving from one district to another of about the same size. Superintendents are not likely to move from state to state. In fact, 92 percent remain in only one state. A mere handful have been employed in three or four states.

For the superintendent in a very large district, more than likely the term of contract is three or four years; in a small district the term is only about one or two years.

Professional Preparation

A typical superintendent in 1969-70 had a master's degree as his highest earned academic achievement, as did his counterpart in 1958-59. A smaller percentage had no degree (less than one-half of 1 percent), or just a bachelor's degree (less than 3 percent), than ever before. The largest percentage ever had completed an earned doctorate or had done additional study beyond it (29.2 percent in the National Unweighted Profile). The larger the district the more likely it was that the superintendent had an earned doctorate. Thus, almost seven out of eight in districts with an enrollment of 100,000 or more had at least a doctor's degree, but less than 10 percent of those in Group C.

Superintendents started master's degree study by about age 28 and completed it some three or four years later. Most who pursued a doctorate began it by about age 33. Group A superintendents seem to have begun graduate study at an earlier age than those presently serving in smaller districts.

The major field of study at the baccalaureate level was likely to be education, the social sciences, the natural sciences, or mathematics. At the graduate level most of the superintendents majored in educational administration or general education. Very few pursued master's degree work in other fields.

The typical superintendent spent a little over $2,000 to obtain a master's degree and an additional $5,000 to obtain a doctorate. About 70 percent reported receiving veterans benefits, and only about one-fourth depended upon loans. College or university grants were not a major source of financial support except at doctorate level. The financial aid received ranged from a median of $900 at the master's level to over $3,500 at the doctorate level. Only a small percentage borrowed money, even though the total investment through the doctorate was approximately $10,000 (in 1949-57 prices).

Once again superintendents gave a vote of high confidence to their programs of graduate study. They considered the quality of educational administration courses to be a major strength, along with the quality of professors. Reactions to other fields were mixed. Generally the content of courses was determinant of major weaknesses or strengths.

Work Schedules, Issues, and Images

Superintendents continue to work a long week of almost 58 hours. Better than two out of five, particularly those in Group A districts, work 60 or more hours a week. The typical superintendent starts his workday around 8 a.m. and takes a brief respite about 5 p.m., only to come back to the office about three evenings a week. Those in smaller districts start the day earlier, but those in larger districts quit later. The superintendents work on educational problems most Saturdays and about one Sunday a month.

Superintendents are no strangers to controversial issues and pressures. They agree that financing education continues as always to be their primary concern. Demand for innovations, greater visibility, changes in values and behavior, and the revolution in school staff relations round out the top five concerns. Some issues, such as those related to the social-cultural ferment, are felt more keenly by superintendents in large districts than by those in smaller ones. Reorganization, on the other hand, is a very sensitive issue for those in Groups C and D, but not for others. There was a high degree of consistency in ranking about half the issues, but in the other half the chief school executives appear to be reacting more to local concerns than to prevailing national issues.

The top six problems that could cause an administrator to leave the superintendency are the attacks on superintendents, teacher negotiation and strikes, the caliber of board members, inadequate financing, student unrest, and the social-cultural ferment. This ranking does not follow the order of general importance given by the superintendents to these issues. Once again some issues were felt more keenly by administrators in one stratum than in another.

The superintendents felt their effectiveness to be inhibited by such factors as inadequate financing of schools, too many insignificant demands upon the position, low quality of staff to support the superintendency, limits of personal capabilities, and insufficient time. They believed their systems could be most improved by adding more traditional specialists such as those in curriculum and instruction, general administration, and specialized administration, rather than those in planning or systems analysis. Likewise, superintendents desired personally to gain more information or skills in human relations, change, or public finance, rather than in such relatively new

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fields as systems administration or specialized management.

Almost seven out of eight (85.3 percent) believed their status as educational leaders to be the same as or better than it was ten years ago. The superintendents' vote of confidence in themselves was confirmed by the fact that over 70 percent would be superintendents once again if they had it all to do over. Those now in the field are likely to continue to serve until retirement; very few want to get out of education.

Almost all superintendents in the large districts and better than three out of four nationally are members of AASA. About 64 percent still are affiliated with the NEA. Relatively smaller percentages belong to other organizations.

Table 00. Summary of Selected Characteristics of the American School Superintendent, 1969-70

Characteristic	1969-70 National Profile based on				Table reference number
	Weighted data		Unweighted data		
	Mean	Median	Mean	Median	
I Age factors—in years					
1) Chronological age	48.1	47.7	48.5	48.0	2
2) Entry age-first educational position	24.4	23.0	23.6	23.0	7
3) Entry age-first administrative or supervisory position	30.4	29.0	29.6	29.0	13
4) Entry age-first superintendency	36.7	36.2	36.9	36.0	17
II Professional experiences					
5) Classroom teaching experience in years	7.4	6.3	6.4	5.0	12
6) Years in first superintendency	6.4	4.5	5.7	4.0	19
7) Total years as superintendent	11.6	9.3	11.2	9.0	21
8) Enrollment in first superintendency	2,050	1,537	7,283	994	23
9) Starting salary in first superintendency	$ 8,409	$ 7,610	$ 9,731	$ 8,000	25
10) 1969-70 salary as superintendent	$17,433	$17,310	$20,022	$18,530	28
III Professional preparation					
11) Percentage with no degree	.4%		.3%		33
12) Percentage with master's as highest degree	65.7%		55.1%		33
13) Percentage with doctorates	15.4%		29.2%		33
IV Other characteristics					
14) Hours per week devoted to work	56.1	57.8	56.1	55.0	52
15) Sex—percentage who are males	98.7%		98.9%		3
16) Percentage from rural and small towns	86.1%		80.7%		4
17) Percentage from city and suburbs	13.9%		19.3%		4
18) Percentage who would select superintendency again	71.4%				61

Chapter 2

Research Design for the 1970 Profile

The initial yearbook published by the American Association of School Administrators, in 1923, reported the first of a series of status studies on the characteristics of the American school superintendent, based on the 1921-22 school year.[1] Similar status studies were released in 1933[2] and 1952.[3] (World War II forced abandonment of research on the superintendent of schools in 1940-41.) The last of the AASA yearbooks came out in 1960 and recorded the status of the superintendency in 1958-59.[4]

Although the practice of confining major professional publications to a single yearbook has been abandoned in favor of a more flexible approach, the tradition of "taking a reading" on the status of the superintendent around the turn of each decade still seems a useful one. Recognizing the historical importance of a 1970 reading, as well as the great interest in the present breed of school executives in the United States, the American Association of School Administrators appointed a special Commission and charged it with the responsibility of designing and executing the research necessary to produce a 1970 profile of the chief executive officer of local school districts. The present volume, which focuses on this profile, is one of three prepared by the Commission. A separate research monograph describes the 1970 profile of professional programs for the preparation of school executives. The third and most comprehensive report incorporates the Commission's deliberations, interpretations of research and trends, and recommendations.

The AASA Commission on the Preparation of Professional School Administrators was appointed by the AASA president and received official invitations from the executive secretary in 1968. The original Commission membership reflected the interests and concerns of practitioners in the field as well as of those serving universities. Four members were practicing superintendents, four were from universities, and the chairman was a member of the AASA staff. Before completion of the task, several members would change positions, altering the Commission's composition. The four who were superintendents in 1968 were Dr. R. L. Chisholm, superintendent, Arlington, Virginia; Dr. R. D. Gilberts, then superintendent of Denver, Colorado (presently dean, College of Education, University of Oregon, Eugene); Dr. J. A. Sensenbaugh, state superintendent, Baltimore, Maryland; and Dr. E. L. Whigham, superintendent, Dade County, Miami, Florida. The four representatives from universities were Dr. L. L. Cunningham, dean, College of Education, Ohio State University, Columbus; Dr. R. T. Gregg, professor, University of Wisconsin, Madison; Dr. Thomas T. Tucker, Jr., professor, University of Nevada, Reno; and Dr. D. J. Willower, professor, Pennsylvania State University, University Park. Dr. S. J. Knezevich, then an associate secretary of AASA and presently professor, University of Wisconsin, Madison, was Commission chairman.

The Commission held its organizational meeting in St. Louis, Missouri, in December 1968. During this initial session missions were clarified, work procedures established, and a schedule and timetable developed. At the second meeting, in March 1969, it became apparent that some of the Commission's responsibilities could not be met objectively without designing research studies to procure data both on the superintendency and on administrative preparation programs at the end of the 1960's. This was the first time an AASA Commission had undertaken to complete two major and comprehensive research studies. The execution of two nationally based status studies would necessitate more funds. The Commission's request for additional support was approved by Executive Secretary Conner. The AASA disbursed funds for the payment of expenses incurred during all meetings of the Commission, for the printing of data-gathering instruments for two research studies, for all mailing costs, for electronic and other data processing for both studies, and for the publication and distribution of the Commission's three publications.

At the third Commission meeting in July 1969, drafts of the questionnaires were reviewed. The chairman was instructed to prepare a final draft by August 1, 1969, and to forward it to the individual members for final comments and suggestions.

The data-gathering instrument used in compiling the 1970 school superintendency profile was patterned in part after those used in previous AASA

[1] National Education Association, Department of Superintendence. *The Status of the Superintendent.* First Yearbook. Washington, D.C.: the Department, 1923. 206 pp.

[2] National Education Association, Department of Superintendence. *Educational Leadership: Progress and Possibilities.* Eleventh Yearbook. Washington, D.C.: the Department, 1933. 528 pp.

[3] American Association of School Administrators. *The American School Superintendency.* Thirtieth Yearbook. Washington, D.C.: the Association, 1952. 663 pp.

[4] American Association of School Administrators. *Professional Administrators for American Schools.* Thirty-Eighth Yearbook. Washington, D.C.: the Association, 1960. 310 pp.

status studies. Modifications of the 1958-59 instrument were necessary because—

(1) A system of recording responses had to be developed to facilitate electronic data processing of results.

(2) A more comprehensive profile required gathering and processing of more and new items of information.

(3) Items that were difficult to interpret in prior studies had to be redesigned.

A copy of the 1970 data-gathering instrument can be found in the Appendix. It is a complete instrument and required a large number of important responses from the superintendents selected for the study. The Commission and AASA are most grateful to the more than 740 public school superintendents who, taking time off from their very crowded work schedules, accurately and objectively provided the data requested.

Thirty-five hundred questionnaires were printed early in October 1969. Two copies of the questionnaires were mailed to each of the 1128 study participants in mid-October. A third copy with an appropriate cover letter was sent to 567 superintendents of districts with pupil enrollments of 300 or more who did not respond to the initial request. A third copy was sent to only about 25 percent of the superintendents in districts with enrollments of less than 300 who did not respond to the initial mailing. Finally, in January 1970, postcard reminders were sent to 848 superintendents who had failed to return the questionnaire. March 1, 1970, was selected as the cutoff date for the return of the questionnaires and the beginning of data processing.

Coding and keypunching of responses started in January for the earliest returns and continued through March. An initial computer printout on the total number of respondents was received during mid-May 1970. In reviewing this printout the Commission discovered the need for major revisions of data organization. A second electronic processing of data was completed by mid-September 1970. Preparation of the manuscript and further organization of the research study took place in Madison, Wisconsin, from October 1970 through January 1971.

The Sample

A selected sample of public school superintendents in the United States during 1969-70 was prepared for the Commission by the NEA Research Division. The sample was stratified into four major categories, as follows:

- Group A—superintendents serving local districts with pupil enrollments of 25,000 or more
- Group B—superintendents employed in school districts with pupil enrollments ranging from 3,000 to 24,999
- Group C—superintendents in districts with pupil enrollments ranging from 300 to 2,999
- Group D—superintendents in districts with pupil enrollments of less than 300.

Note that the stratification of school executives was based on pupil population in their districts, not on civilian population as it had been in the 1958-59 profile.

The present study, based on school superintendents in service in 1969-70, included those in rural as well as urban areas. The most recent prior status study, published in 1960, focused on urban administrators only (those whose districts had civilian populations of 2,500 or more). The 1950 profile included both types, but its report was divided into one profile for superintendents in rural areas and another for those in urban communities. The rural–urban dichotomy was not used in the 1969-70 analysis because many districts have characteristics of both regions. Furthermore, the rural–urban concepts are based on population in political subdivisions of the state, and school district boundaries seldom follow the boundaries of a city. In many states the school district may be defined by the boundaries of a county which includes both urban and rural areas.

The total number of superintendents in the universe from which the1970 sample was selected was 14,848. In contrast, the total universe for the1958-59 profile, which considered only urban superintendents, was 3,812. The sample size for the 1970 study was 7.5 percent of the universe, or 1,128 superintendents; the sample size in 1958-59 was 36 percent, or 1,369. It can be concluded that a smaller percentage of a more comprehensive universe was sampled in 1970.

The number and percentage of superintendents in each of the four categories who received and returned the questionnaires in 1969-70 are shown in Table A. Group A superintendents (those whose districts have pupil enrollments of 25,000 or more) account for the smallest percentage of practicing superintendents in the United States. Only 183, or 1.2 percent of the 14,848 superintendents identified in 1969-70, were in Group A. All (a 100 percent sample) were sent questionnaires. The largest percentage of superintendents, 59.8 percent, were in Group C (pupil enrollments of 300 to 2,999). Of these 8,872 Group C superintendents, only 366, or a 4.1 percent sample, received questionnaires. The percentages of school executives in Groups B and D were about equal—19.5 percent in each case. The size of the sample needed in each stratum to obtain a stable reading of characteristics was determined by statisticians in the NEA Research Division using small-sample techniques developed for other nationwide surveys in education.

The Research Division felt that superintendents serving Group D districts (pupil enrollments of less than 300) would be the most difficult to identify and the least likely to respond, a prediction that was substantiated by the results. Group D administrators serve very small districts, the number of which is decreasing rapidly of late. It is predicted that perhaps

by the end of this decade, and certainly by the end of the 1980's, Group D school districts may disappear completely. The unstable nature of Group D compounded the problems of this research study. According to the most recent and best available data accumulated by the NEA Research Division, there were 7,484 superintendents serving Group D districts in early 1969. The 1970 superintendency profile questionnaires were mailed in late 1969. Responses confirmed that a sizable number of Group D districts had "disappeared," that is, been reorganized into larger units, in the interim between compilation of the NEA data on such districts and the mailing of the questionnaires. A more accurate estimate of "head teachers" or "superintendents" in these districts with very small pupil enrollments was 2,892, or less than 40 percent of the earlier estimate.

School executives in Group D had the poorest response record: only 74, or 27.4 percent of the 270 sampled, returned the questionnaire. In the 1950 study 30 percent of the rural superintendents completed questionnaires. The instability in the Group D stratum and the relatively low percentage of questionnaires returned from this group prompted the Commission to base its National Profile results on superintendents serving Groups A, B, and C districts only. The National Profile does not include superintendents employed in Group D districts, but their characteristics are shown as special estimates in all tables. These are the best available data on school executives in districts with enrollments of less than 300 pupils.

Table 1A. Number and Percentage of Public School Superintendents in Groups A, B, C, and D Receiving and Returning the AASA Superintendency Profile Questionnaire, 1969-70

Pupil enrollment classification	Public school superintendents					
	Included in each enrollment group		Receiving questionnaires		Returning questionnaires	
	Number	Percent of those in groups A, B, C, and D	Number sampled	Percent sampled in each group	Number	Percent of those sampled
	1	2	3	4	5	6
Group A: 25,000 or more enrolled	183	1.2%	183	100%	137	74.8%
Group B: 3,000-24,999 enrolled	2,902	19.5	309	10.1	239	77.3
Group C: 300-2,999 enrolled	8,872	59.8	366	4.1	291	79.5
Group D: less than 300 enrolled	2,892	19.5	270	9.3	74	27.4
Totals	14,848	100%	1,128	7.5%[a]	741	65.7%[b]

[a]This is a percentage of Column 1, the total universe of superintendents (14,848).

[b]This is a percentage of Column 3, the total number of superintendents sampled (1128).

If the responses from all four categories in the 1969-70 study are combined, we see that the return rate is 65.7 percent of those sampled, or 741. (As noted earlier, 7.5 percent of the total universe was sampled.) If Group D is eliminated, however, and only the responses from Groups A, B, and C superintendents are computed, as in Table 1B, a somewhat different distribution picture becomes evident. There were 11,957 superintendents serving districts with enrollments of 300 or more in 1969-70. Of these, 1.5 percent were in Group A, 24.3 percent in Group B, and 74.2 percent in Group C. The percentage of the total who were in Group C is thus almost three times the combined percentages in Groups A and B. Of the 858 superintendents sampled in these three strata, a relatively high 77.7 percent (667) returned the questionnaire—better than three out of four. The variation from group to group was less than 5 percent: of those sampled in Group A, 74.8 percent responded; in Group B, the figure was 77.3 percent; and in Group C, 79.5 percent.

Approximately 7.5 percent of the total number of superintendents in the universe of A, B, and C districts were sampled. Although a higher percentage of those sampled completed questionnaires in 1969-70 (77.7 percent) than in 1958-59 (62.7 percent), the total returns in 1969-70 of 667 from Groups A, B, and C and 741 from Groups A, B, C, and D were each less than the 859 returns received in 1958-59. The data collected in June 1950 were based on a 49.3 percent response, or 1586, from a 100 percent sample of a total universe of 3,220 city superintendents, plus

Table 1B. Number and Percentage of Public School Superintendents in Groups A, B, and C Receiving and Returning the AASA Superintendency Profile Questionnaire, 1969-70

Pupil enrollment classification	Public school superintendents					
	Included in each enrollment group		Receiving questionnaires		Returning questionnaires	
	Number	Percent of those in groups A, B, and C	Number sampled	Percent sampled in each group	Number	Percent of those sampled
	1	2	3	4	5	6
Group A: 25,000 or more enrolled	183	1.5%	183	100%	137	74.8%
Group B: 3,000 to 24,999 enrolled	2,902	24.3	309	10.1	239	77.3
Group C: 300 to 2,999 enrolled	8,872	74.2	366	4.1	291	79.5
Totals	11,957	100%	858	7.2%[a]	667	77.7%[b]

[a]This is a percentage of Column 1, the total number of superintendents in Groups A, B, and C (11,957).

[b]This is a percentage of Column 3, the number of superintendents sampled in Groups A, B, and C (858).

a 30.5 percent return, or 1560, from a 100 percent sample of a total universe of 5,146 rural superintendents. In 1931, 2100 questionnaires were received from over 2500 urban administrators. Data compiled in 1920-21 were based on 1,181 returns from city superintendents only. Thus the 1969-70 profile was derived from the smallest number of responses so far, only about one-third the number received in 1931. Nonetheless, the 1969-70 sample was based on carefully executed statistical procedures. It was drawn from a table of random numbers, and the number of returns received was large enough to ensure a stability of responses and to permit generalizations about the characteristics of the total universe.

Presentation of Data in This Report

This special report on the 1970 profile of the American school superintendent is the most comprehensive report of the data collected by the AASA Commission. Only selected parts of this data will be used in the final report of the Commission. Departing from the format of previous status studies, we have moved the tables of documentary evidence right into each chapter, to permit ready reference. Narrative comments will be drawn from the information presented in tabular form. Additional data not included in the tables but excerpted from previous studies will be used to show trends or to illustrate items of unusual interest.

Each of the chapters presents some aspect of the study in detail. Chapter III reviews the school superintendent's personal characteristics, such as age, sex, and family background. Chapter IV focuses on his professional experiences in education and administration and on his mobility. Chapter V reports on his professional preparation. Chapter VI views the superintendent at work and describes the pressing issues that confront him.

The 1970 National Profiles can be used in making rough comparisons with data compiled in previous studies. The reader is cautioned about making such comparisons, however, in view of the different approaches used in statistical analysis of data, the variations in sample size, and the changes in describing the population stratum in various studies. The national profile computed in previous studies was obtained by adding the number of superintendents with a given characteristic in each stratum and then dividing that sum by the total responding. This procedure failed to recognize the different percentages receiving and returning the questionnaire in each stratum. Since previous studies, like the present one, sent questionnaires to a 100 percent sample of the superintendents serving districts with the largest pupil enrollments, the national profile computation tended to be unduly influenced by practices in this stratum, which actually represented an extremely small percentage of the total number of superintendents in the United States. This approach is acknowledged in the 1970 study and identified as the National Unweighted Profile. The 1970 Unweighted Profiles on various characteristics of the American school superintendent should be used in making comparisons (with the cautions noted) and determining rough trends over the years.

To eliminate the inaccuracies of the unweighted computation, a National Weighted Profile has been computed as well. The weighting of data used in the generation of this profile was determined by statisticians in the NEA Research Division. The weighting takes into account the differences in sample size as well as in the percentages returning the question-

naires. The distribution in the National Weighted Profile of a given characteristic of the superintendency may be substantially different from that computed for the National Unweighted Profile. The reader is cautioned in reading tables which include both the National Weighted and the National Unweighted Profiles.

Three Important Terms

The well-known statistical threesome of *mean, median,* and *mode* are measures of the central tendency for a particular characteristic. The term *mean* is what is popularly referred to as the "average" score. It is the most commonly used measure of central tendency. The *mean* can be defined as the arithmetic average (add up the scores and divide by the number of scores) of a set (or group) of measures. Scores at the extremes of a given distribution tend to distort the mean score and, therefore, may confound its use as an indicator of the typical condition of the characteristic being studied.

The *median* is the midpoint of any set of measures —that is, half the scores are above and half are below it. It is a better indicator of what might be called the typical where the scores are so distributed that only a few are in the very high or very low group. The median helps to show how the total group is split. It is less likely to be distorted by extreme scores than is the mean. For this reason the median will be used most often to describe the typical pattern in this report.

The *mode or modal pattern* identifies the most frequently occurring measure in a set of measures. It helps to reveal how the scores tend to cluster around certain points or within certain brackets. Thus, to say that the modal age bracket for entry into first superintendency is ages 30 to 39 means that more entry ages tend to be found within this bracket than in another bracket of equal size.

Figure 1. Median Age of Superintendents, 1921-70

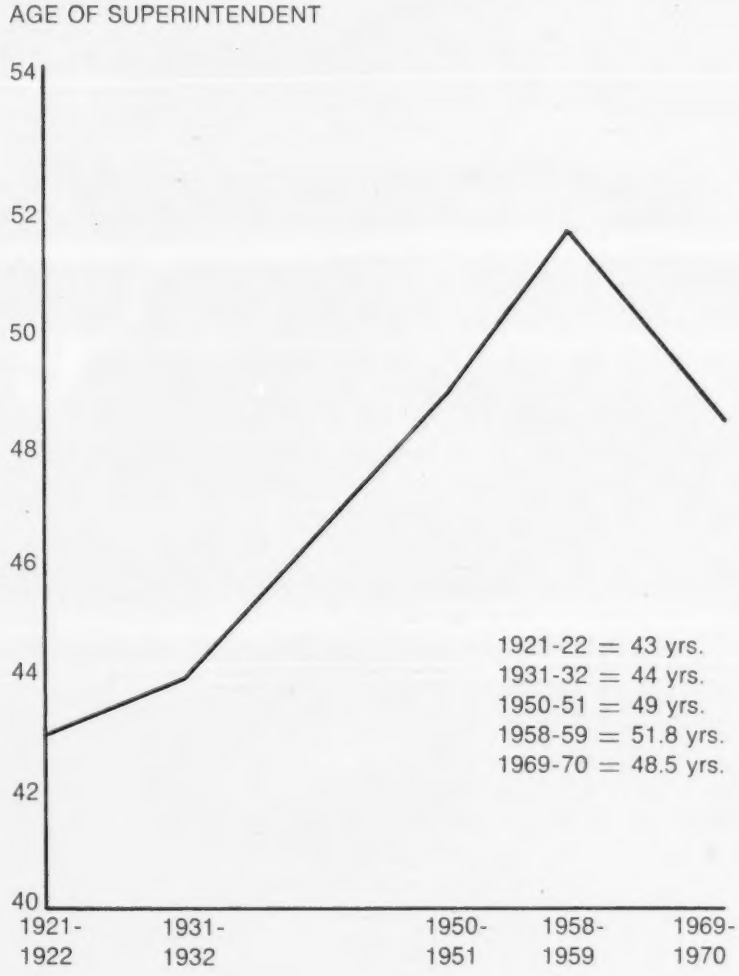

Table 2. Ages of Superintendents During 1969-70 School Year

Age range	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 40	17.7%	1	4.5%	2	5.9%	2	2.5%	5	3.6%	17	7.1%	62	21.5%	84	12.6%	33	46.5%
40–44	23.1	2	9.1	5	14.7	12	14.8	19	13.9	53	22.2	68	23.5	140	21.1	8	11.3
45–59	16.9	5	22.7	7	20.6	14	17.3	26	19.0	50	20.9	45	15.6	121	18.2	10	14.1
50–54	16.9	2	9.1	6	17.6	18	22.2	26	19.0	52	21.8	44	15.2	122	18.3	2	2.8
55–59	16.2	7	31.8	7	20.6	13	16.0	27	19.7	40	16.7	46	15.9	113	17.0	6	8.5
60–64	7.4	5	22.7	7	20.6	18	22.2	30	21.9	22	9.2	19	6.6	71	10.7	9	12.7
65–99	1.8					4	4.9	4	2.9	5	2.1	5	1.7	14	2.1	3	4.2
Total	100.0%	22	99.9%	34	100.0%	81	99.9%	137	100.0%	239	100.0%	289	100.0%	665	100.0%	71	100.1%
Not reporting	.4%									1	.4%	1	.3%	2	.3%	3	4.0%
Mean age in years	48.1	53.2		51.6		52.9		52.6		49.7		46.8		48.5		43.5	
Median age in years	47.7	56.0		53.0		53.0		53.0		49.0		46.0		48.0		42.0	

Summary

A special AASA Commission was created to report on the status of the superintendency in 1969-70, thus updating the series of reports begun almost 50 years ago. At the time of its organization the Commission was a cross section of the profession and included four practitioners, four professors, and a chairman who was then an AASA staff member. The Commission prepared two research studies, one focusing on the profile of the superintendency and the other on preparation programs for it.

A stratified sample of superintendents was selected with the assistance of the NEA Research Division. The four major categories of superintendents were based on pupil enrollments in their school districts rather than on civilian population as in previous studies. Better than three out of four superintendents in Groups A, B, and C returned questionnaires. The response rate from the rather unstable Group D was less than one-half that of the other strata and prompted special treatment of Group D responses. They were not included in the computation of the 1970 National Profiles.

The 1969-70 sample of superintendents was not based on the traditional rural–urban dichotomy, but was derived from a much more comprehensive universe. The percentage of superintendents in Group C districts was almost three times that of superintendents in Groups A and B combined. The total number of returns processed in 1969-70 was smaller than in previous studies and was a more efficient number for processing.

Two national profiles were developed. The National Unweighted Profile follows the traditional approach for computing the national picture. The National Weighted Profile is based on a more sophisticated statistical treatment of returns from strata of different sizes and with varying responses.

Chapter 3
The Superintendent's Personal Dimensions

Superintendents are people. One of the major goals of the questionnaire sent to 1,128 superintendents employed during 1969-70 was to establish their personal dimensions, such as age, sex, and family background.

Age

Earlier AASA studies showed the median age of city school superintendents to be increasing with each passing decade. The median age was reported as 43 in 1921-22, 44 in 1931-32, 49 in 1950-51, and 51.8 in 1958-59. Data in the present study, as shown in Table 2, reveal the median age of superintendents in rural and urban areas to be 47.7 years, if the National Weighted Profile is accepted. It is dangerous to compare 1969-70 data with previous status studies for reasons cited earlier, but if we must, the National Unweighted Profile for age is more closely related to ages reported in earlier studies than is the National Weighted Profile. The 1969-70 data when combined with earlier information provide an indication that the trend over the last nearly 50 years of increasing median age for the superintendent has been arrested and perhaps started to reverse itself. The 1969-70 median age of 48.0 on the Unweighted Profile is less than the median of 49 years found in 1950-51 and much less than the 51.8 years indicated in 1958-59. Other indicators also support the trend toward a younger age for the typical superintendent.

For example, the 1969-70 median age of Group A superintendents was at least one year younger than that reported in 1958-59 for superintendents in districts with a civilian population of 1,000,000 or more (roughly comparable to Group A districts). At the other end of the scale, the median age of the rural superintendent was 47.0 years in Group C schools in 1950-51, in contrast with 46.0 in 1969-70.

A more detailed analysis shows no superintendent in 1958-59 under age 40 in the big city school districts with civilian populations of 100,000 or more (roughly comparable to Group A school districts with enrollments of 25,000 or more). Table 2 shows that in 1969-70, 3.6 percent of the Group A superintendents (five persons in a sample of 137) were under the age of 40, indicating a propensity to hire younger persons as superintendents in Group A districts, although the under-40 age group remains a very small percentage of the total. Perhaps we are witnessing a return to earlier practices: about 7 percent of the chief school executives in the largest cities were under 40 in 1921-22, and as late as 1931-32 about 8 percent of the superintendents in cities of 100,000 or over were under 40. Evidently between 1931-32 and 1958-59 men in this age group were considered "too young" to administer the very large systems. The reappearance of some big-city superintendents in the under-40 bracket suggests a renewed consideration of such applicants.

Turning to the other end of the age range, in 1969-70 there were no superintendents 65 years of age or older serving in the two largest subcategories of Group A (districts with pupil enrollment of 50,000 or more). In contrast, in 1958-59, 11.1 percent of the superintendents in districts with civilian populations of 500,000 or more were 65 or older. A closer, although still very rough, comparison can be obtained by noting the fact that in 1958-59, 6.8 percent of the superintendents in cities with populations of 100,000 or more were 65 or older, while in 1969-70 only 2.9 percent of those in Group A districts with 25,000 or more pupils enrolled were in that age range. The percentage 65 or over was down by more than 50 percent. In 1921-22 almost 13 percent of the city superintendents serving populations of 100,000 or more were over 65 years of age. These data suggest that even in the districts having the largest pupil enrollments, which historically have employed older superintendents, the trend appears to be toward attracting younger men, and that fewer than ever stay on in the superintendency beyond the age of 65.

Although it can be said that the districts in the strata with the smaller pupil enrollments tended, on the average, to employ younger men as superintendents, all age ranges were found in each. Table 2 shows the greatest concentration in the under-45 age group to be in the two strata with the lowest enrollments—Group D (57.8 percent) and Group C (45.0 percent). The Group B stratum had the heaviest concentration in the 45-54 age range (42.7 percent), while the Group A stratum had the largest percentage in the 55-64 age range (41.6 percent).

In 1969-70, the percentage of superintendents at age 50 and over was the highest in Group A districts, the stratum with the largest pupil enrollments. Furthermore, almost one-fourth (24.8 percent) of the superintendents in districts with 25,000 or more pupils were at age 60 or over. Superintendents in Group D districts, the stratum with the smallest pupil enrollment (less than 300), ranked second in this category, with 16.9 percent being 60 years or over. As noted previously, Group D also had the highest

percentage of superintendents under 40, illustrating the rather wide range in ages in this stratum.

The "experienced upward mobile" superintendents can be defined as those in the 40-54 age group. The highest percentage in this age range was found in Group B (64.9 percent). In contrast, only 28.2 percent of the population in Group D were in the 40-54 age bracket. Group C had 54.3 percent of its superintendents in the "experienced upward mobile" age range, and Group A had 51.9 percent.

It is evident that the smaller the enrollment category, the lower the age of the superintendent. Group C superintendents had a median age of 46.0 years; the median age in Group A was 53.0. With the exception of superintendents in Group A, the average age in each stratum was higher than the reported median age. The average age of superintendents in Group D was 43.5 years, in Group C 46.8 years, in Group B 49.7 years, and in Group A 52.6 years. The National Weighted Profile showed the age of the average superintendent to be 47.7 years.

Age at entry into education or into an administrative or supervisory position is considered to be more closely related to professional experience than to personal dimensions. Therefore, statistics on entry ages will be presented in later chapters.

Sex

The 1970 questionnaire asked the superintendents to identify their gender. The responses, summarized in Table 3, confirm what all previous studies have concluded: namely, that the superintendency is a man's world. Almost 99 percent (98.7 in the National Weighted Profile) of the superintendents of 1969-70 were men. The 1958-59 returns failed to catch the few women superintendents in the United States at that time, which is understandable, as that study dealt only with urban superintendents. Only seven females were found among the 667 superintendents from Groups A through C who responded to the 1969-70 questionnaire. No women chief school executives served in Category A school districts in 1969-70. Only three were included in the sample of districts in stratum B, and these were found in districts with enrollments of less than 10,000 pupils. It should be noted that Group D had the highest percentage of women (approximately 8.5 percent).

Table 3. Sex of 1969-70 Superintendents

Sex	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Male	98.7%	22	100.0%	34	100.0%	81	100.0%	137	100.0%	236	98.7%	286	98.6%	659	98.94%	65	91.5%
Female	1.3									3	1.3	4	1.4	7	1.05	6	8.5
Total	100.0%	22	100.0%	34	100.0%	81	100.0%	137	100.0%	239	100.0%	290	100.0%	666	99.99%	71	100.0%

Table 4. Type of Community in Which 1969-70 Superintendents Spent Most of Their Lives Prior to College

Type of community	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Rural	42.9%	4	18.2%	5	15.2%	24	30.4%	33	24.6%	86	36.6%	127	45.4%	246	37.9%	37	52.1%
Small	43.2	9	40.9	16	48.5	32	40.5	57	42.5	99	42.1	122	43.6	278	42.8	25	35.2
Suburb	7.6			6	18.2	9	11.4	15	11.2	26	11.1	18	6.4	59	9.1	5	7.0
City	6.3	9	40.9	6	18.2	14	17.7	29	21.6	24	10.2	13	4.6	66	10.2	4	5.6
Total	100.0%	22	100.0%	33	100.1%	79	100.0%	134	99.9%	35	100.0%	280	100.0%	649	100.0%	71	99.9%
Not reporting	3.1%			1	2.9%	2	2.5%	3	2.2%	5	2.1%	10	3.4%	18	2.7%	3	4.0%

05
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Previous studies revealed that of the few female superintendents in the United States, most were in rural areas. The 1950-51 sampling, for example, showed that 13.1 percent of the rural superintendents were women. As noted in the AASA Thirtieth Yearbook (1952), more women were to be found in county superintendencies than in village superintendencies:

> Single and married women were in the largest proportions among the county superintendents of nonunified counties, 10.7 percent and 14.1 percent, respectively; the lowest proportions, 0.7 percent single women and 0.4 percent married women, were in the village superintendency.[5]

Perhaps the significant reduction in the number of rural school superintendencies and the replacement of county superintendencies with the revitalized intermediate unit of school administration may help to explain the continuing decline in the percentage of public school superintendents who are women.

Community Background

The data on type of community where superintendents spent most of their lives prior to college are summarized in Table 4. Most superintendents come from small town or rural backgrounds. The 1969-70 National Weighted Profile shows that only 13.9 percent are from cities or suburbs. The fact that about 86 percent of the superintendents spent their childhood in small towns or rural areas should be interpreted in light of where most superintendencies are found. Only about 1.2 percent of the superintendencies in Groups A, B, and C are in districts with enrollments of 25,000 or more pupils. In contrast, about three-fourths of the districts are in what can be designated as "small" or "rural" communities.

[5] American Association of School Administrators. *The American School Superintendency.* p. 317.

In 1969-70 the superintendents in the Group A stratum showed characteristics that differed significantly from the National Weighted Profile. Almost one-third (32.8 percent) came from cities or suburbs—more than double the percentage of all superintendents. What's more, 40.9 percent of those in districts with enrollments of 100,000 or more spent most of their precollege days in the city. The influence of Group A is evident in the National Unweighted Profile, which shows almost one in five (19.3 percent) having city and suburban backgrounds.

About 97 percent of those returning the questionnaire responded to the question on *type* of community background, but only about 80 percent indicated the *size* of the community where they grew up. Data on community size are reported in Table 5. They present a somewhat different picture. The 1969-70 National Weighted Profile shows that 72.8 percent of the superintendents grew up in communities with populations of less than 10,000. Far fewer than one in ten (8.1 percent) lived in communities with populations of 100,000 or more. In 1958-59, by comparison, 6.7 percent of the superintendents graduated from high school in a community with a population of 100,000 or more. The 1958-59 study showed that 72.2 percent graduated from high school in a community with a population of less than 10,000.

Once again those in the Group A stratum in 1969-70 had characteristics different from those reported in the National Weighted Profile. Note that 28.6 percent of Group A grew up in communities of 100,000 or more, as compared to 8.1 percent in the National Weighted Profile. Furthermore, 50 percent of superintendents now serving in districts with pupil enrollments of 100,000 or more spent their early or precollege lives in cities of 100,000 or more. The only comparable data in 1958-59 are based on size of community where the superintendent graduated from high school. In 1958-59, only 25 percent of superintendents serving in districts roughly comparable to

Table 5. Size of Community in Which 1969-70 Superintendents Spent Most of Their Lives Prior to College

Civilian population range of community	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
0–2,499	46.6%	4	22.2%	7	22.6%	23	36.5%	34	30.4%	70	37.0%	117	50.0%	221	41.3%	36	67.9%
2,500–9,999	26.2	3	16.7	11	35.5	13	20.6	27	24.1	43	22.8	64	27.4	134	25.0	9	17.0
10,000–99,999	19.1	2	11.1	5	16.1	12	19.0	19	17.0	53	28.0	38	16.2	110	20.6	3	5.7
100,000 and above	8.1	9	50.0	8	25.8	15	23.8	32	28.6	23	12.2	15	6.4	70	13.1	5	9.4
Total	100.0%	18	100.0%	31	100.0%	63	99.9%	112	100.1%	189	100.0%	234	100.0%	535	100.0%	53	100.0%
Not reporting	19.8%	4	18.2%	3	8.8%	18	22.2%	25	18.2%	51	21.3%	56	19.3%	132	19.8%	21	29.7%

those with enrollments of 100,000 or more graduated from high school in a community with a civilian population of 100,000 or more. These data support the conclusion that more superintendents employed in the so-called "great cities" now come from a large city background than ever before.

Other than the differences shown in the Group A category, particularly in the districts with enrollments of 100,000 or more, the data on type and size of community backgrounds of superintendents in 1969-70 showed a distribution very similar to that shown in 1958-59.

Summary

The median age of the superintendent in 1969-70 was 48 years. This statistic and others indicate that the trend of increasing median age, which could be inferred from prior studies beginning in 1921-22, has been arrested and is perhaps beginning to be reversed. The strata with the largest pupil enrollments are attracting a higher, although still very small, percentage of superintendents under 40 and are retaining the smallest percentage 65 and over since 1950. Younger men are found in the largest numbers in districts with the smaller enrollments, but all age ranges can be found in every stratum. The highest percentage of "experienced upward mobiles" is found in Group B districts. Almost one in four superintendents in schools with enrollments of 25,000 or more is 60 years of age or older. The wide age range in Group D is evident from its ranking first in the percentage of those under 40 and second in those 60 and over.

The superintendency continues to be a man's world. The few women (less than 2 percent) are most likely to be found in districts with enrollments of less than 10,000.

Most superintendents still have their origins in "small" or "rural" communities, but it is in such communities that most of the superintendencies happen to be as well. There is evidence that more superintendents than ever before have small or large city backgrounds. Those in Group A districts have background characteristics that are significantly different from the national profile.

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Chapter 4

The Superintendent's Professional Experience

The school superintendency is generally recognized as a prestigious position earned by those who have dedicated their professional careers to the field of education. It is usually acquired only after considerable preparation and many experiences in other positions within education. The education pursued by the chief school executive officer to attain his position will be described in Chapter V. The present chapter focuses on the superintendent's work experience.

Entry into Public Education

Age

As indicated in Table 6, the median age at which the superintendents assumed their first full-time positions in public education was 23. The mean age for starting an educational career was higher—24.4 in the National Weighted Profile and 23.6 in the National Unweighted Profile. The median age at which Group A superintendents began employment in education was only 22. The younger entry age for urban superintendents was noted in previous studies as well.

However, it is difficult to compare 1969-70 data on entry into education with those from earlier studies, since median and mean entry ages into education were not easily deduced from previous reports. But there is evidence suggesting that the superintendent practicing in 1969-70 began his career later in life than did his counterpart about a decade earlier. At one end of the scale, only 8.2 percent of the 1969-70 superintendents in Groups A, B, and C started educational careers before they were 20 years old; in 1958-59, by contrast, 16.1 percent were under 20 when they were employed in their first job in education. At the other end of the scale, 6.0 percent of the superintendents in the 1969-70 National Weighted Profile were 30 years old or more at the time of entry into an educational position. It should be noted that only 1.5 percent of the Group A superintendents got their start at age 30 or beyond. Only 1.6 percent of the superintendents in 1958-59 were over 30 when they started in education.

The typical (median) superintendent in 1969-70 had been appointed to his initial educational position about 25 years before, that is, during the 1944-45 school year. This was the last year of World War II. The typical superintendent in 1958-59 had begun his educational career during the 1929-30 or 1930-31 school year—about the time the great depression started.

Teaching Fields

Where (at what grade level) did the superintendent begin his professional career? Data on this ques-

Table 6. Age at Entering First Full-Time Position in Public Education

Age range	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 20 years	8.2%	3	14.3%			6	7.4%	9	6.7%	11	4.6%	27	9.4%	14	7.1%	9	12.7%
20–21	15.5	6	28.6	11	33.3%	18	22.2	35	25.9	45	18.9	41	14.2	121	18.3	16	22.5
22–23	29.4	5	23.8	11	33.3	24	29.6	40	29.6	82	34.5	80	27.8	202	30.6	19	26.8
24–25	20.9	5	23.8	7	21.2	22	27.2	34	25.2	52	21.8	59	20.5	145	21.9	10	14.1
26–27	13.7	2	9.5	3	9.1	8	9.9	13	9.6	24	10.1	43	14.9	80	12.1	5	7.0
28–29	6.3					2	2.5	2	1.5	11	4.6	20	6.9	33	5.0	7	9.9
30 years and over	6.0			1	3.0	1	1.2	2	1.5	13	5.5	18	6.3	33	5.0	5	7.0
Total	100.0%	21	100.0%	33	99.9%	81	100.0%	135	100.0%	238	100.0%	288	100.0%	661	100.0%	71	100.0%
Not reporting	.7%	1	4.5%	1	2.9%			2	1.5%	2	.8%	2	.7%	6	.9%	5	4.0%
Mean age in years	24.4	22.3		22.8		23.0		22.8		23.6		24.0		23.6		23.5	
Median age in years	23.0	22.0		22.0		23.0		22.0		23.0		23.0		23.0		23.0	

tion are summarized in Table 7. The typical superintendent in 1969-70 was more likely to have started service as a secondary school teacher than anywhere else. The National Weighted Profile shows that more than half (54.1 percent) of the superintendents started as teachers of pupils at the high school level (grades 9 through 12). In contrast, only about one in five (22.8 percent) began as teachers of grades 1 through 6, and less than one in ten (9.3 percent) of grades 7 and 8. (One reason for the fact that more than twice as many 1969-70 superintendents began their careers in secondary as in elementary teaching may be the preponderance of women teachers in grades 1 through 6.) It is the rare administrator who saw initial service as a teacher in a vocational-technical school or a college.

The data in Table 7 are strikingly similar to those compiled from 1935 through 1959, but quite different from those of 1921-22. Only three out of eight (37.5 percent) of the 1921-22 superintendents had begun their careers as high school teachers, as compared with better than one in two in 1969-70. The high school, which began to grow rapidly after 1890, was not as well established when the superintendents of 1921-22 entered the profession as it was for the superintendents of 1969-70. In 1921-22, 42 percent of the city superintendents reported they had "taught in rural schools," that is, ungraded elementary schools. AASA's First Yearbook noted that this statistic "brings to our attention the fact that much of the leadership in the large cities is exercised by men who have spent their early life in the country."[6]

Superintendents reported teaching in a number of different subject matter fields. No single field can be cited as a breeding ground for school superintendents. The old canard that most superintendents are ex-physical education teachers is disproved by the data presented in Table 8. Only about one in eight superintendents (12.2 percent) in the National Weighted Profile, and fewer than that (7.1 percent) in the National Unweighted Profile, reported teaching courses in health and physical education. The stereotype of the superintendent as a physical education undergraduate was discredited completely in prior studies as well.

[6] National Education Association, Department of Superintendence. *The Status of the Superintendent.* p. 45.

Table 7. Grade Levels Taught by Superintendents in Their First Full-Time Positions in Education

Grade level	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Grades 1-6	22.8%	3	13.6%	6	17.6%	18	22.2%	27	19.7%	47	19.6%	69	23.9%	143	21.4%	19	27.1%
Grades 7-8	9.3	1	4.5	4	11.8	2	2.5	7	5.1	20	8.3	28	9.7	55	8.3	8	11.4
Grades 9-12	54.1	15	68.2	17	50.0	52	64.2	84	61.3	132	55.0	155	53.6	371	55.6	33	47.1
College or university	.1			1	2.9			1	.7	1	.4			2	.3		
Vocational-technical school	.1									1	.4			1	.2		
Others	13.7	3	13.6	6	17.6	9	11.1	18	13.1	39	16.3	37	12.8	94	14.1	10	14.3
Total	100.1%	22	99.9%	34	99.9%	81	100.0%	137	99.9%	240	100.0%	289	100.0%	666	99.9%	70	99.9%
Not reporting	.3%											1	.3%	1	.3%	4	5.3%

Over a third (34.3 percent) of the superintendents in the National Weighted Profile taught one or more of a group of undefined elementary school subjects. Strictly speaking this is not comparable to separate subject fields. The typical superintendent in 1969-70 was most likely to have been a teacher of secondary courses in the natural sciences, social studies, or mathematics. As Table 8 shows, 26.3 percent had experience as instructors in the natural sciences, 24.7 percent in the social sciences, and 21.3 percent in mathematics. These data, once again, are consistent with those reported in 1958-59. They stress the fact that the teaching experience of superintendents is not concentrated in any specific field.

At the other end of the spectrum, only about 3 percent of the 1969-70 superintendents were teachers of foreign language. Another 3 percent taught art. Teachers of driver education and special education each accounted for less than 2 percent in the National Weighted Profile, as did those who served in the field of counseling and guidance. Industrial arts teachers and business education teachers each represented about 8 percent of the total.

A little over 60 percent of the superintendents taught in only one subject matter field during their first full-time position in education. Thirty percent were responsible for classes in two subject fields, and less than 10 percent in three or more subject fields. Information on the number of subject fields handled in the first position is reported in Table 9.

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Table 8. Subjects Taught by Superintendents in Their First Full-Time Positions in Education

Type of subject or field	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Elementary	34.3%	3	14.3%	8	25.0%	20	26.3%	31	24.0%	64	27.6%	99	36.8%	194	19.7%	34	52.3%
Science	26.3	6	28.6	7	21.9	21	27.6	34	26.4	48	20.7	76	28.3	158	15.7	11	16.9
Mathematics	21.3	4	19.0	10	31.3	17	22.4	31	24.0	40	17.2	61	22.7	130	13.4	9	13.8
Social science	24.7	13	61.9	11	34.4	25	32.9	49	38.0	74	31.9	59	21.9	179	17.8	16	24.6
English, drama, or journalism	10.4	5	23.8	9	28.1	15	19.7	29	22.5	32	13.8	24	8.9	102	10.1	9	13.8
Health, physical education	12.2			4	12.5	10	13.2	14	10.9	23	9.9	35	13.0	72	7.1	4	6.2
Business education	8.2	1	4.8	2	6.3	6	7.9	9	7.0	14	6.0	24	8.9	45	4.5	5	7.7
Industrial arts	8.4			2	6.3	2	2.6	4	3.1	12	5.2	26	9.7	41	4.1	5	7.7
Art	3.2			1	3.1	3	3.9	4	3.1	4	1.7	10	3.7	18	1.8	2	3.1
Foreign languages	3.3			3	9.4	4	5.3	7	5.4	7	3.0	9	3.3	23	2.3	4	6.2
Special education	1.4	1	4.8	2	6.3	2	2.6	5	3.9	2	.9	4	1.5	11	1.1	3	4.6
Counseling and guidance	1.6			1	3.1	3	3.9	4	3.1	2	.9	5	1.9	11	1.1	5	7.7
Driver education	1.6									2	.9	5	1.9	7	.7		
Other teaching duties	2.7			1	3.1	3	3.9	4	3.1	7	3.0	7	2.6	16	1.6	3	4.6
Total	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	1,007	101.0	[a]	[a]
Not reporting	6.5%	1	4.5%	2	5.9%	5	6.2%	8	5.8%	8	3.3%	22	7.6%			6	8.5%

[a]Totals not meaningful since more than one subject could be selected by a respondent.

Table 9. Number of Subject Fields Taught by Superintendents in Their First Full-Time Positions in Education

Number of subject fields	1 National Weighted Profile for A, B, and C	2 Group A: 25,000 or more pupils		3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One	60.5%	71	55.9%	148	63.8%	158	59.4%	377	60.3%	46	70.8%
Two	30.0	36	28.3	64	27.6	82	30.8	182	29.1	13	20.0
Three or more	9.6	20	15.7	20	8.6	26	9.8	66	10.6	6	9.2
Total	100.1%	127	99.9%	232	100.0%	266	100.0%	625	100.0%	65	100.0%
Not reporting	7.1%	10	7.3%	8	3.3%	24	8.3%	42	6.3%	9	12.2%

Table 10 summarizes data on extracurricular activities directed by superintendents in their first full-time position in education. Coaching athletic activities was the most popular extracurricular responsibility. Over 79 percent in the National Weighted Profile reported this activity. The data do not indicate whether the respondents were head coaches or assistants, nor the nature of the sport. A total of 28.9 percent served as class adviser and 9.6 percent as director of extracurricular activities in dramatics. Less than 2 percent worked with students who produced the school newspaper or annual.

Classroom Teaching Experience

Table 11 shows the amount of teaching experience the 1969-70 superintendents had accumulated. Only 4.4 percent of the superintendents in the National Weighted Profile reported no experience as a classroom teacher prior to entering administration or supervision. A higher percentage (5.8 percent) reported over 15 years of teaching experience prior to appointment to administrative positions. The highest percentage with teaching experience was found in Group A (99.3 percent).

Table 10. Extracurricular Activities Directed by Superintendents in Their First Full-Time Positions in Education

Extracurricular activity	1 National Weighted Profile for A, B, and C	2 Group A: 25,000 or more pupils		3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Coaching	79.1%	70	76.1%	141	82.9%	158	77.8%	369		34	75.6%
Dramatics	9.6	6	6.5	13	7.6	21	10.3	40		4	8.9
Class adviser	28.9	27	29.3	43	25.3	61	30.0	131		13	28.9
School newspaper or annual	1.8	11	12.0	6	3.5	2	1.0	19		2	4.4
Other extracurricular	7.5	3	3.3	14	8.2	15	7.4	32		3	6.7
Total	100%[a]	92	100%[a]	170	100%[a]	203	100%[a]	590		45	100%[a]
Not reporting	29.8%	45	32.8%	70	29.2%	87	30.0%	202	30.3%	29	39.2%

[a] 100% is based on those responding. The columns add up to more than 100% because some individuals indicated they served in two or more extracurricular activities.

Table 11. Length of Service as Classroom Teacher Prior to Entering Administration or Supervision

Length of service as classroom teacher	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
None	4.4%					1	1.2%	1	.7%	11	4.6%	13	4.5%	25	3.7%	6	8.5%
1 year	3.1	1	4.5	2	5.9	3	3.7	6	4.4	5	3.1	10	3.4	21	3.1	6	8.5
2–3 years	18.7	9	40.9	10	29.4	19	23.5	38	27.7	57	23.8	49	16.9	144	21.6	14	19.7
4–5 years	20.8	7	31.8	7	20.6	28	34.6	42	30.7	52	21.7	59	20.3	153	22.9	16	22.5
6–7 years	18.3	1	4.5	5	14.7	12	14.8	18	13.1	47	19.6	52	17.9	117	17.5	10	14.1
8–9 years	11.5	1	4.5	5	14.7	8	9.9	14	10.2	21	8.8	36	12.4	71	10.7	7	9.9
10–11 years	7.1	3	13.6	3	8.8	6	7.4	12	8.8	16	6.7	21	7.2	49	7.4	5	7.0
12–13 years	6.5			1	2.9	2	2.5	3	2.2	11	4.6	21	7.2	35	5.3	1	1.4
14–15 years	3.7					1	1.2	1	.7	6	2.5	12	4.1	19	2.9	2	2.8
Over 15 years	5.8			1	2.9	1	1.2	2	1.5	14	5.8	17	5.9	33	4.9	4	5.6
Totals	99.9%	22	99.8%	34	99.9%	81	100.0%	137	100.0%	240	100.2%	290	99.8%	667	100.0%	71	100.0%
Mean length of service in years	7.4	4.6		5.6		5.3		5.3		6.4		7.1		6.4		5.8	
Median length of service in years	6.3	4.0		5.0		4.0		4.0		5.0		6.0		5.0		4.0	

In general, the superintendent of 1969-70 was more likely than his predecessors to have classroom teaching experience. All prior status studies showed that about three-fourths or more of the superintendents had started in the classroom. The percentage having teaching experience was 73.4 percent in 1921-22, rising to 88.1 percent in 1958-59 and 95.6 percent in 1969-70.

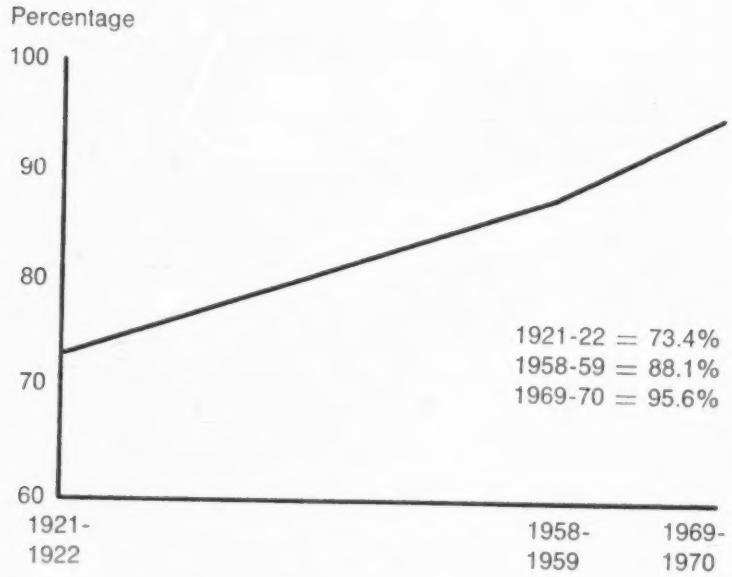
In 1969-70, 57.8 percent of the superintendents had served in the classroom for two to seven years. The median length of teaching service was 6.3 years, while the mean was 7.4 years. Although a larger percentage of Group A superintendents had teaching experience, their length of service as teachers was about one or two years shorter than that of superintendents in Groups B and C.

Entry into Administration or Supervision

Age

Table 12 shows that the typical superintendent of 1969-70 moved into his first administrative or super-

Figure 2. Percentage of Superintendents with Classroom Teaching Experience



(From Table 12 and previous AASA studies)

visory position about six or seven years after his initial educational appointment as a classroom teacher. The median age at entry into his first administrative or supervisory position was 29.0 years; the mean was 30.4 years (based on the National Weighted Profile). Group A superintendents started administrative careers about a year or two earlier than those in Groups B and C.

Only 2.3 percent of the superintendents were appointed to an administrative or supervisory post for the first time at age 21 or younger. About one in eight (13.5 percent) became administrators or supervisors before age 25. The modal period was the 25-29 age bracket, when 37.4 percent of the superintendents entered into administration or supervision. The next largest entry age bracket was 30-34, reported by 30.1 percent. Over two-thirds (67.5 percent) entered into administration or supervision for the first time between the ages of 25 and 34.

The probability of becoming a superintendent if one's entry into administration or supervision is delayed until age 40 or over is not very high. Only 5.5 percent of the superintendents started that late. In contrast, more than four out of five began their careers as administrators or supervisors before the age of 35.

The superintendent in 1969-70 entered administration or supervision about a year and a half later than did his counterpart in 1958-59, when the median age at first administrative or supervisory appointment was 27.5 years. A longer formal preparation period and the impact of service in the armed forces during World War II may help explain the entry delay. Both the 1958-59 and the 1969-70 data showed that superintendents in larger districts began their administrative careers earliest.

Nature of First Administrative or Supervisory Position

The first administrative or supervisory position prior to the superintendency was most likely to be related to the principalship. Table 13 shows that 11.2 percent of the 1969-70 superintendents had served as assistant principals and 59.1 percent as principals. Thus, over 70 percent of those reporting used the principalship as a point of entry into the superintendency. This pattern appeared to prevail in districts of all size ranges. Only 3.1 percent of the superintendents served as supervisor, 3.5 percent as director, and 2.4 percent as assistant superintendent.

The principalship has traditionally served as the

Table 12. Age at Entering First Administrative or Supervisory Position

Age level	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,000 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
21 years or less	2.3%	2	10.0%	1	3.0%	4	5.1%	7	5.3%	4	1.8%	6	2.4%	17	2.8%	1	1.7%
22 years	3.5					4	5.1	4	3.0	5	2.2	10	3.9	19	3.1	2	3.4
23 years	3.5	1	5.0	1	3.0	2	2.5	4	3.0	10	4.5	8	3.1	22	3.6	3	5.1
24 years	4.2	1	5.0	2	6.1	4	5.1	7	5.3	6	2.7	12	4.7	25	4.1	7	11.9
25-29 years	37.4	9	45.0	16	48.5	38	48.1	63	47.7	92	41.1	91	35.8	246	40.3	28	47.5
30-34 years	30.1	6	30.0	12	36.4	21	26.6	39	29.5	61	27.2	79	31.1	179	29.4	6	10.2
35-39 years	13.6	1	5.0	1	3.0	2	2.5	4	3.0	31	13.8	35	13.8	70	11.5	9	15.3
40 years and over	5.5					4	5.1	3	3.0	15	6.7	13	5.1	32	5.2	3	5.1
Total	100.0%	20	100.0%	33	100.0%	79	100.1%	132	99.8%	224	100.0%	254	99.9%	610	100.0%	59	100.2%
Not reporting	10.9%	2	9.1%	1	2.9%	2	2.5%	5	3.6%	16	6.7%	36	12.4%	57	8.5%	15	20.3%
Mean age in years	30.4	27.5		28.4		28.3		28.2		30.1		29.9		29.6		29.2	
Median age in years	29.0	26.0		29.0		28.0		28.0		29.0		29.0		29.0		28.0	

Table 13. Nature of First Administrative or Supervisory Position

Type of position	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Assistant principal	11.2%	3	14.3%	7	20.6%	10	12.5%	20	14.8%	37	15.7%	27	9.6%	84	12.9%	6	8.6%
Principal	59.1	10	47.6	17	50.0	50	62.5	77	57.0	129	54.9	170	60.5	376	57.8	48	68.6
Supervisor	3.1	3	14.3	2	5.9	2	2.5	7	5.2	11	4.7	7	2.5	25	3.8	2	2.9
Director	3.5			4	11.8	6	7.5	10	7.4	7	3.0	10	3.6	27	4.1	1	1.4
Assistant superintendent	2.4	1	4.8			4	5.0	5	3.7	7	3.0	6	2.1	18	2.8	2	2.9
Other	20.8	4	19.0	4	11.8	8	10.0	16	11.9	44	18.7	61	21.7	121	18.6	11	15.7
Total	100.1%	21	100.0%	34	100.1%	80	100.0%	135	100.0%	235	100.0%	281	100.0%	651	100.0%	70	100.1%
Not reporting	2.8%	1	4.5%			1	1.2%	2	1.5%	5	2.1%	9	3.1%	16	2.3%	4	5.4%

gateway to the superintendency. In 1921-22, 86.2 percent of the superintendents had served as principal, with the highest percentage being former high school principals. The 1923 Yearbook noted, "Important as are the various kinds of teaching in preparation of the superintendent the principalship is found to be of greater importance still."[7]

Positions Held in Education

The various types of educational positions held by superintendents appear in Table 14. It is apparent that the two prior positions most likely to have been occupied by a superintendent of schools are classroom teacher and principal. As the table shows, 95.7 percent (slightly higher than the figure in Table 11) were once classroom teachers, and 70.6 percent were principals. Only 15.8 percent were assistant principals.

The National Weighted Profile fails to reflect the large variations in central office experience among superintendents in the four strata. A true picture cannot be obtained by simply reviewing the aggregate. In general, the larger the district enrollment, the more likely it is that the superintendent had experience in a central office position—as supervisor or consultant, director, assistant superintendent, or associate superintendent. The percentage reporting such positions in Groups A and B is much higher

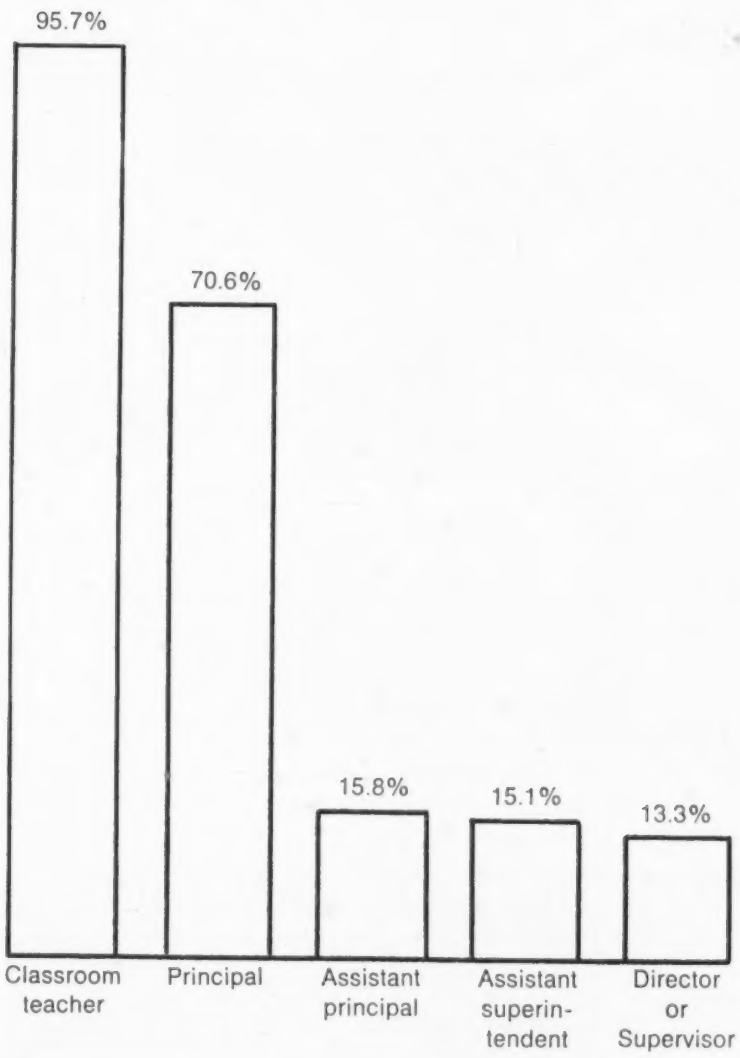
[7] *Ibid.*, p. 48.

Table 14. Types of Educational Positions Held by Superintendents

Type of position	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Classroom teacher	95.7%	22	100.0%	34	100.0%	78	97.5%	134	98.5%	229	96.2%	274	95.5%	635	96.1%	68	95.8%
Assistant principal	15.8	5	22.7	11	32.4	18	22.5	34	25.0	55	23.1	38	13.2	127	19.2	8	11.3
Principal	70.6	17	77.3	24	70.6	61	76.3	102	75.0	166	69.7	203	70.7	471	71.3	46	64.8
Supervisor or consultant	6.6	4	18.2	4	11.8	15	18.8	23	16.9	34	14.3	11	3.8	68	10.3	4	5.6
Director	6.7	7	31.8	8	23.5	20	25.0	35	25.7	24	10.1	15	5.2	74	11.2	1	1.4
Assistant superintendent	15.1	14	63.6	20	58.8	32	40.0	66	48.5	72	30.3	27	9.4	165	25.0	4	5.6
Associate superintendent	1.4	2	9.1	4	11.8	8	10.0	14	10.3	7	2.9	2	.7	23	3.5	1	1.4
College or university teacher	4.2			4	11.8	5	6.3	9	6.6	20	8.4	8	2.8	37	5.5	3	4.2
Superintendent	96.5	22	100.0	34	100.0	80	100.0	136	100.0	224	94.1	279	97.2	639	96.7	69	97.2
Other	15.3	8	36.4	6	17.6	13	16.3	27	19.9	41	17.2	42	14.6	110	16.6	4	5.6
Number reporting[a]		22		34		80		136		238		287		661		71	
Not reporting	1.0%							1%		2%		3%		6%		3%	

[a]Totals for "number reporting" are less than the sum of responses for each column, because many respondents reported more than one position.

Figure 3. Percentage of Superintendents Who Have Held Various Educational Positions



(From Table 15)

than that for Groups C and D. There are relatively few central office positions in Group C districts, and probably none in Group D schools. It is possible that those in central office posts in larger districts moved to superintendencies in smaller ones.

Note that 72.7 percent of the superintendents in districts with enrollments of 100,000 or more served as assistant and/or associate superintendent. Almost one-half (48.5 percent) of the superintendents in Group A were assistant superintendents at one time, in contrast to 9.4 percent of the superintendents in Group C.

Superintendents reporting service as director, supervisor, consultant, college or university teacher, or associate superintendent were less than 7 percent in each case. About 15.1 percent had served as assistant superintendent. Confusion among the respondents doubtless accounts for the fact that 96.5 percent, rather than 100 percent, reported holding the position of superintendent. All had to be in the superintendency presently or they would not have been included in the profile. Some may have interpreted this question to mean positions other than the one presently held.

The various combinations of educational experience other than the superintendency are summarized in Table 15. Comparatively few (14.1 percent) of the 1969-70 superintendents served as teacher only, and fewer still (2.4 percent) as principal only. The career line most often followed was from teacher to principal to superintendent; 58.4 percent of the superintendents in 1969-70 had followed this pattern. A rather poor second was the career line from teacher to principal to central office administrator or supervisor to superintendent. As Table 15 shows, 16.5 percent had followed this pattern.

Comparable data for 1958-59 showed the following combinations of experience other than the superintendency: 50.9 percent had been teacher and principal; 14.7 percent had been teacher, principal, and central office administrator; 11.3 percent had been teacher only; and 7.9 percent had been principal only.

Table 15. Combinations of Educational Experience Other Than the Superintendency

Type of educational experience	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Teacher only	14.1%	2	9.1%	1	2.9%	1	1.3%	4	2.9%	22	9.2%	45	16.0%	71	10.8%	17	23.9%
Principal only	2.4					2	2.5	2	1.5	5	2.1	7	2.5	14	2.1	3	4.2
Central office only	.4									1	.4	1	.4	2	.3		
Teacher and principal	58.4	4	18.2	7	20.6	33	41.3	44	32.4	102	42.9	181	64.2	327	49.9	42	59.2
Teacher and central office	7.9	2	9.1	5	14.7	13	16.3	20	14.7	26	10.9	19	6.7	65	9.9	3	4.2
Principal and central office	.3									3	1.3			3	.5		
Teacher, principal, and central office	16.5	14	63.6	21	61.8	31	38.8	66	48.5	79	33.2	29	10.3	174	26.5	6	8.5
Total	100.0%	22	100.0%	34	100.0%	80	100.2%	136	100.0%	238	100.0%	282	100.1%	656	100.0%	71	100.0%
Not reporting	2.3%					1	1.2%	1	.7%	2	.8%	8	2.8%	11	1.6%	3	4.0%

Table 16. Postcollege Noneducational Positions Held by Superintendents for One Year or Longer

Position, length of service, salary	National Weighted Profile	Group A: 25,000 or more pupils		Group B: 3,000-24,999 pupils		Group C: 300-2,999 pupils		Special estimates for Group D: less than 300 pupils	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Type of position									
No noneducational employment	56.0%	62	47.0%	109	47.2%	167	59.0%	40	62.5%
Military	32.4	50	37.9	86	37.2	87	30.7	12	18.8
Business	16.5	30	22.7	44	19.0	44	15.5	14	21.9
Other	6.8	11	8.3	21	9.1	17	6.0	3	4.7
Total	111.7	132		231		283		64	
Not reporting	2.8	5	3.6	9	3.8	7	2.4	7	9.9
Length of service in noneducational position									
1 year	9.4%	6	8.5%	11	9.2%	11	9.6%	3	12.5%
2 years	23.3	13	18.3	15	12.5	32	27.8	7	29.2
3 years	19.4	18	25.4	31	25.8	19	16.5		
4 years	15.8	11	15.5	27	22.5	15	13.0	2	8.3
5 years	13.2	11	15.5	16	13.3	15	13.0	4	16.7
6 years or more	19.0	12	16.9	20	16.6	23	19.9	8	33.3
Median number of years	3	3		4		3		4	
Salary earned in noneducational position									
Equal to that in next educational position	14.2%	7	10.3%	18	14.5%	17	14.2%	4	16.0%
Less than that in next educational position	44.6	34	50.0	64	51.6	50	41.7	10	40.0
More than that in next educational position	41.2	27	39.7	42	33.9	53	44.2	11	44.0
Not reporting	56.0%	69	50.4%	116	48.3%	170	58.6%	46	64.8%

Noneducational Posts

Data on postcollege noneducational positions held for one year or longer are presented in Table 16. Over half (56 percent) of the 1969-70 superintendents reported no noneducational employment. Another 32.4 percent indicated that their noneducational experience was confined to the military. Only 16.5 percent had any type of business experience. Superintendents in the larger school districts were more likely than others to have held a noneducational position. Superintendents in Group A districts had more experience in business than those in Group C districts. The 1958-59 study indicated a higher percentage of superintendents with noneducational experience (51.2 percent) than the present study, which can be explained by the fact that the former study surveyed urban superintendents only.

The median amount of time spent in noneducational positions by 1969-70 superintendents was a relatively short three years. As Table 16 shows, 41.2 percent had received more salary in a noneducational position than in their next educational position, while 44.6 percent had received less pay in the noneducational endeavor.

Entry into the Superintendency

Age

For the superintendent practicing in 1969-70, the first appointment to a superintendency came about seven years after appointment to the first administrative or supervisory position, or some thirteen years after entry into an educational career. As shown in Table 17, the median age at time of first appointment to the superintendency was 36.2 years; the mean was 36.7 years. The median and mean entry ages for superintendents in Group A districts were about 3 to 4 years older than for those in Group C districts. The 1958-59 study likewise reported that those in larger districts entered their first superintendency at older ages than those in smaller districts. The difference in entry ages in 1958-59 between large and small districts was much greater than in 1969-70: the median superintendency entry age in 1958-59 for those serving in districts wih populations of 500,000 or more was 40.0, as compared with 33.8 for those in districts with populations of 5,000 to 9,999.

Less than 3 percent (2.6 percent) of the 1969-70 superintendents were under the age of 25 at the time of appointment to the first superintendency. The modal period would be the ten-year span from age 30 to age 39; almost one-half (47.8 percent) were employed in their initial superintendency during this period. More than two-thirds (68 percent) entered the superintendency before the age of 40. The probability of becoming a superintendent after the age of 50 is low indeed; only 4 percent in the National Weighted Profile entered the superintendency that late.

The median and mean ages at first superintendency as reported in the profile produced for 1958-59

Table 17. Age at Appointment to First Superintendency

Age level	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3		4		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals		Group B: 3,000-24,999 pupils		Group C: 300-2,999 pupils					
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 20 years	.3%											1	.3%	1	.0%		
20–24 years	2.3	3	13.6	1	3.0	2	2.5	6	4.4	4	1.7	7	2.4	17	2.6	4	5.9
25–29 years	17.6	2	9.1	5	15.2	11	13.8	18	13.3	19	8.1	60	20.8	97	14.7	13	19.1
30–34 years	24.3	3	13.6	6	18.2	13	16.3	22	16.3	54	22.9	72	24.9	148	22.4	19	27.9
35–39 years	23.5	3	13.6	6	18.2	17	21.3	26	19.3	53	22.5	69	23.9	148	22.4	20	29.4
40–44 years	19.1	6	27.3	5	15.2	19	23.8	30	22.2	55	23.3	51	17.6	136	20.6	7	10.3
45–49 years	9.1	2	9.1	3	9.1	8	10.0	13	9.6	32	13.6	22	7.6	67	10.2	3	4.4
50–54 years	2.4	2	9.1	5	15.2	7	8.8	14	10.4	14	5.9	3	1.0	31	4.7	2	2.9
55 years and over	1.6	1	4.5	2	6.1	3	3.8	6	4.4	5	2.1	4	1.4	15	2.3		
Total	100.2%	22	99.9%	33	100.2%	80	100.3%	135	99.9%	236	100.1%	289	99.9%	660	100.0%	68	99.9%
Not reporting	.7%			1	2.9%	1	1.2%	2	1.5%	4	1.7%	1	.3%	7	1.1%	6	8.1%
Mean age in years	36.7	38.0		39.7		38.7		38.8		38.5		35.4		36.9		34.2	
Median age in years	36.2	39.0		39.0		39.0		39.0		38.0		35.0		36.0		33.0	

were about 35.6 and 36.2, respectively, as compared with 36.0 (median) and 36.9 (mean) in the 1969-70 National Unweighted Profile. Thus only a small increase in age occurred during this 11-year interim.

As Table 18 shows, the period between appointment to the first superintendency and movement to another appears to be about 2.5 years. Superintendents in Group A and Group B seem to have moved more quickly into their second superintendency than those in Group C and Group D. The median appointment age for the second superintendency, as indicated in the National Weighted Profile, was 38.7 years. The median starting age for the third superintendency was 41.4 years. All but a few in the sample responded to the question of age at the time of beginning the first superintendency. About 55 percent indicated the age at which they began their second, and only about 28 percent indicated the age at which they began their third superintendency. It can be inferred that about 45 percent of the sample were in their initial superintendencies.

The 2.5 years indicated in Table 18 as the median

Table 18. Mean and Median Ages at Appointment to First, Second, and Third Superintendency

Group	Mean appointment age in years for					Median appointment age in years for				
	First position	Second position		Third position		First position	Second position		Third position	
	Age	Age	Increase over first	Age	Increase over second	Age	Age	Increase over first	Age	Increase over second
National Weighted Profile for Groups A, B, and C	36.7 yrs.	39.2 yrs.	2.5 yrs.	41.7 yrs.	2.5 yrs.	36.2 yrs.	38.7 yrs.	2.5 yrs.	41.4 yrs.	2.7 yrs.
Profile for Group A	38.8	40.1	1.3	43.1	3.0	39.0	39.0	0.0	43.0	4.0
Profile for Group B	38.5	40.2	1.7	42.6	2.4	38.0	39.0	1.0	42.0	3.0
Profile for Group C	35.4	38.2	2.8	40.7	2.5	35.0	37.0	2.0	40.0	3.0
National Unweighted Profile for Groups A, B, and C	36.9	39.2	2.3	41.9	2.7	36.0	38.0	2.0	42.0	4.0
Number reporting from Groups A, B, and C	660	366		188		660	366		188	
Special profile for Group D	34.2 yrs.	37.5 yrs.	3.3 yrs.	40.4 yrs.	2.9 yrs.	33.0 yrs.	35.0 yrs.	2.0 yrs.	38.0 yrs.	3.0 yrs.
Number reporting from Group D	68	24		14		68	24		14	

length of service in the first superintendency appear to be inconsistent with the data in Tables 19 and 20, which show the median number of years in the first superintendency as 4.5. The data on tenure in each superintendency is better obtained directly from Tables 19 and 20 than from the implications drawn from ages in Table 18.

Length of Service

The data in Tables 19 and 20 suggest a tenure of not less than 4.5 years nor more than 4.9 years in each position. This range is derived from the median in the National Weighted Profile. If the mean is used as the indicator, then it can be said that the typical superintendent spends about 6 to 6½ years in each district served. Table 20 shows even more clearly than Table 18 the diminishing number of respondents for each successive superintendency; only one out of eight were responding to the question about the fourth superintendency.

The typical superintendent in 1969-70 had devoted 9.3 years to the superintendency, if the median is used as the indicator, and 11.6 years if the mean is used. Those in Group A districts had spent more years in the superintendency than those in Group B and C districts. The median experience for Group A school executives was 12.0 years, almost three years more than for the typical superintendent in the Na-

Table 19. Number of Years in First Superintendency

Years	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,000 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1 year	12.2%	3	14.3%	5	16.1%	9	11.5%	17	13.1%	35	15.2%	31	11.3%	83	13.1%	11	16.2%
2–3 years	32.3	8	38.1	9	29.0	19	24.4	36	27.7	72	31.2	90	32.7	198	31.1	29	42.6
4–5 years	20.9	3	14.3	10	32.3	16	20.5	29	22.3	54	23.4	55	20.0	138	21.7	11	16.2
6–7 years	11.0	4	19.0	3	9.7	6	7.7	13	10.0	24	10.4	31	11.3	68	10.7	7	10.3
8–9 years	7.0	2	9.5	1	3.2	8	10.3	11	8.5	12	5.2	21	7.6	44	6.9		
10–11 years	3.8			2	6.5	4	5.1	6	4.6	10	4.3	10	3.6	26	4.1	6	8.8
12–13 years	2.6					3	3.8	3	2.3	6	2.6	7	2.5	16	2.5	1	1.5
14–15 years	2.0					1	1.3	1	.8	4	1.7	6	2.2	11	1.7		
16–17 years	2.4					3	3.8	3	2.3	7	3.0	6	2.2	16	2.5	1	1.5
18–19 years	1.4	1	4.8			3	3.8	4	3.1	3	1.3	4	1.5	11	1.7	2	2.9
20 or more years	4.3			1	3.2	6	7.7	7	5.4	4	1.7	14	5.1	25	4.0		
Total	99.9%	21	100.0%	31	100.0%	78	99.9%	130	100.1%	231	100.0%	275	100.0%	636	100.0%	68	100.0%
Not reporting	4.8%	1	4.5%	3	8.8%	3	3.7%	7	5.1%	9	3.8%	15	5.2%	31	4.9%	6	8.1%
Mean number of years	6.4	4.7		4.9		7.5		6.5		5.3		6.1		5.7		4.5	
Median number of years	4.5	3.0		4.0		4.0		4.0		4.0		4.0		4.0		3.0	

Table 20. Mean and Median Number of Years Spent in First, Second, Third, and Fourth Superintendency

Group	Mean number of years spent in each superintendency				Median number of years spent in each superintendency			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
National Weighted Profile for Groups A, B, and C	6.4	5.9	5.9	6.7	4.5	4.6	4.9	4.9
Profile for Group A: 25,000 or more enrolled	6.5	4.8	4.6	5.8	4.0	3.0	4.0	4.0
Profile for Group B: 3,000 to 24,999 enrolled	5.3	5.5	5.7	7.5	4.0	4.0	5.0	5.0
Profile for Group C: 300 to 2,999 enrolled	6.1	5.4	5.4	5.8	4.0	4.0	4.0	4.0
National Unweighted Profile for Groups A, B, and C	5.7	5.3	5.2	6.1	4.0	4.0	4.0	4.0
Number reporting from Groups A, B, and C	636	344	170	80	636	344	170	80
Special profile for Group D: less than 300 enrolled	4.5	5.2	4.9	4.9	3.0	3.0	4.0	4.0
Number reporting from Group D	68	27	14	9	68	27	14	9

Table 21. Total Length of Service as Superintendent

Years	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1 year	7.7%	1	4.5%	2	5.9%	9	11.1%	12	8.8%	26	11.0%	19	6.6%	57	8.6%	9	13.0%
2–3 years	12.2			6	17.6	9	11.1	15	10.9	30	12.7	35	12.1	80	12.0	18	26.1
4–5 years	12.0	5	22.7	1	2.9	6	7.4	12	8.8	26	11.0	36	12.5	74	11.2	12	17.4
6–7 years	11.7	4	18.2	7	20.6	6	7.4	17	12.4	20	8.4	37	12.8	74	11.2	5	7.2
8–9 years	9.7			1	2.9	6	7.4	7	5.1	21	8.9	29	10.0	57	8.6	2	2.9
10–11 years	6.8			3	8.8	2	2.5	5	3.6	13	5.5	21	7.3	39	6.0	4	5.8
12–13 years	7.9	2	9.1	2	5.9	5	6.2	9	6.6	13	5.5	25	8.7	47	7.1	3	4.3
14–15 years	4.9	1	4.5	2	5.9	4	4.9	7	5.1	22	9.3	10	3.5	39	6.0	1	1.4
16–17 years	5.2	2	9.1	2	5.9	7	8.6	11	8.0	17	7.2	13	4.5	41	6.2	1	1.4
18–19 years	6.3	2	9.1	1	2.9	8	9.9	11	8.0	13	5.5	19	6.6	43	6.5	5	7.2
20 or more years	15.6	5	22.7	7	20.6	19	23.5	31	22.6	36	15.2	45	15.6	112	16.0	9	13.0
Total	100.0%	22	99.9%	34	99.9%	81	100.0%	137	99.9%	237	100.2%	89	100.2%	663	100.3%	69	99.7%
Not reporting	.6%									3	1.3%	1	.3%	4	.6%	5	6.8%
Mean number of years	11.6	13.9		11.4		13.3		12.9		11.0		11.1		11.2		9.5	
Median number of years	9.3	12.0		9.0		12.0		12.0		9.0		9.0		9.0		5.0	

tional Weighted Profile. These data are presented in Table 21.

Position Held Prior to Appointment to Present Superintendency

The position held prior to appointment to the present superintendency was most likely to be a principalship. Table 22 shows that almost half the respondents (48.3 percent) in the National Weighted Profile indicated they were in a principalship or vice principalship prior to appointment to the superintendency. Less than one in five (18.6 percent) came from another superintendency, 14.2 percent from an assistant or associate superintendent post, and 3.5 percent from a directorate or similar central office post. All told, those coming from central office positions amounted to 36.3 percent of those in the National Weighted Profile. Less than 10 percent moved directly from an elementary, secondary school, or college teaching assignment into their present superintendency.

There is considerable variation between superintendents in larger and smaller districts as to most likely jumping-off point to a superintendency. Those now in Group A were three times as likely to have come from another superintendency as from a principalship. Better than two out of three (69.1 percent) in Group A came from another superintendency or a related second echelon central office post such as assistant or associate superintendent. Even in Group B less than one in four (23.4 percent) were in the principalship prior to appointment to the present superintendency. In this stratum, as well, another superintendency and the second echelon administrative posts were better breeding grounds for superintendencies; almost two-thirds (62.8 percent) came from such backgrounds. Only in Group C and Group D did the majority move to the present superintendency from the principalship or vice principalship. The smallest enrollment stratum, Group D, had the highest percentage (21.1 percent) going directly from a teaching position to their present superintendency.

Data reported in 1958-59 permitted the generalization that chief administrators in the very large districts were more likely to come from first or second echelon positions in the superintendency than from the principalship. A higher percentage reported such first and second echelon positions in 1958-59 than in 1969-70. Only 30.8 percent of the superintendents reporting in 1958-59 came to the superintendency from the principalship, as compared to 48.3 percent in 1969-70. Keep in mind that the 1958-59 sample was confined to urban superintendents.

Enrollment Patterns

Previous studies reported that superintendents, by and large, got their start as chief school administrators in districts with pupil enrollments of 5,000 or less. Note in Table 23 that this pattern still seems to hold. The 1969-70 National Weighted Profile shows the median enrollment in the first superintendency to be 1,537 pupils and the mean to be 2,050 pupils. A much wider variation between the median and the mean is evident in the National Unweighted Profile.

Superintendents are most likely to start their careers as chief school officers in Group C districts

Table 22. Position Held Prior to Appointment to Present Superintendency

Type of position	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000 99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Principal or vice-principal	48.3%			2	5.9%	14	17.5%	16	11.8%	54	23.4%	163	57.0%	43	60.6%
Assistant or associate superintendent	14.2	4	18.2	15	44.1	27	33.8	46	33.8	69	29.9	25	8.7	2	2.8
Director, supervisor, or consultant	3.5					7	8.8	7	5.1	13	5.6	8	2.8	2	2.8
Other superintendency	18.6	11	50.0	12	35.3	25	31.3	48	35.3	76	32.9	39	13.6	6	8.5
Elementary or secondary school teacher	9.2	1	4.5			1	1.3	2	1.5	8	3.5	32	11.2	15	21.1
College professor	.7			1	2.9	2	2.5	3	2.2	4	1.7	1	.3		
Other	5.6	6	27.3	4	11.8	4	5.0	14	10.3	7	3.0	18	6.3	3	4.2
Total	100.1%	22	100.0%	34	100.0%	80	100.2%	136	100.0%	231	100.0%	86	99.9%	71	100.0%
Not reporting	1.9%					1	1.2%	1	.7%	9	3.8%	4	1.4%	3	4.0%

(300-2,999 pupils). Almost 64 percent of the superintendents reporting began their careers in such districts. Almost 21 percent started in Group D districts (less than 300 pupils); 15 percent in Group B districts (3,000-24,999 pupils); and less than 1 percent in Group A districts (25,000 or more).

From the data reported in Table 23 it can be surmised that only those presently in Group A started in districts with enrollments in excess of 5,000 pupils. The mean size of enrollments in Group A superintendents' first districts was much greater than the median size for this group, demonstrating the impact of the two extremes: 36.9 percent of the Group A superintendents started in districts with pupil enrollments of 25,000 or more, and a slightly smaller percentage (34.1 percent) in districts with enrollments of less than 3,000. Of the superintendents now serving in districts with enrollments of 100,000 or more, 27.3 percent began their careers as superintendents in districts of similar size. Less than one-fifth (18.2 percent) of the superintendents in this substratum started in districts with less than 300 pupils.

It is of interest to note in Table 23 that one superintendent serving in 1969-70 as a chief executive in a district with less than 300 pupils enrolled (Group D) began his career in a district classified in the 50,000-99,999 pupil enrollment range. This anomaly must be tempered by the fact that all but 7.1 percent of the superintendents in Group D started in districts within this stratum.

Table 24, showing district enrollments at the time

Table 23. District Enrollment in First Superintendency

Enrollment	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
100,000 or more pupils	.1%	6	27.3%					6	4.4%					6	.9%		
50,000-99,999	.1			11	33.3			11	8.1					11	1.7	1	1.4
25,000-49,999	.6	1	4.5	4	12.1	28	35.0	33	24.4	2	.8			35	5.3		
10,000-24,999	2.0	2	9.1	2	6.1	11	13.8	15	11.1	18	7.6			33	5.0		
5,000-9,999	6.0	5	22.7	3	9.1	6	7.5	14	10.4	52	21.9	2	.7	68	10.3		
3,000-4,999	6.8	1	4.5	1	3.0	8	10.0	10	7.4	55	23.2	4	1.4	69	10.5		
300-2,999	63.5	3	13.6	11	33.3	22	27.5	36	26.7	94	39.7	206	72.0	336	51.1	4	5.7
Less than 300 pupils	20.9	4	18.2	1	3.0	5	6.3	10	7.4	16	6.8	74	25.9	100	15.2	65	92.9
Total	100.0%	22	99.9%	33	99.9%	80	100.1%	135	99.9%	237	100.0%	286	100.0%	658	100.0%	70	100.0%
Not reporting	1.3%			1	2.9%	1	1.2%	2	1.2%	2	1.3%	4	1.4%	9	1.4%	4	15.3%
Mean enrollment	2,050	82,552		29,822		15,198		29,749		4,133		797		7,283		1,125	
Median enrollment	1,537	6,500		12,000		7,950		7,500		3,100		484		994		156	

Table 24. District Enrollment in First, Second, Third, and Fourth Superintendency

Group	Mean enrollment during each superintendency							Median enrollment during each superintendency						
	First	Second		Third		Fourth		First	Second		Third		Fourth	
	Number	Number	Increase over 1st	Number	Increase over 2nd	Number	Increase over 3rd	Number	Number	Increase over 1st	Number	Increase over 2nd	Number	Increase over 3rd
National Weighted Profile for Groups A, B, and C	2,050	2,238	188	2,255	17	2,293	38	1,537	1,722	185	1,799	77	1,961	162
Profile for Group A	29,749	26,410	-3,339	42,052	15,642	23,316	-18,736	7,500	6,400	-1,100	24,400	18,000	19,375	-5,025
Profile for Group B	4,133	4,700	567	4,228	-4,228	5,384	1,156	3,100	3,200	100	3,150	-50	4,300	1,150
Profile for Group C	797	934	137	788	-146	848	60	484	650	166	500	-150	635	135
National Unweighted Profile for Groups A, B, and C	7,283	7,088	-195	12,101	5,013	8,566	-3,535	994	1,400	406	1,800	400	2,700	900
Number reporting from Groups A, B, and C	658	357		188		89		658	357		188		89	
Profile for Group D	1,125	141	-984	543	402	430	113	157	150	-7	245	95	200	-45
Number reporting from Group D	70	24		13		8		70	24		13		8	

of appointment to the first, second, third, and fourth superintendency, casts doubt on the common belief that superintendents move from districts with smaller enrollments to those with much larger enrollments. As shown in the National Weighted Profile, the increases in median enrollment of the district as the superintendents progressed from the first to the fourth superintendency were relatively small. The median gain in enrollment was 185 in moving from the first to the second position, and less in moving to the third and to the fourth. The median net increase in pupils from the first to the fourth position was only 424. The data suggest that Group A superintendents tend to start in districts with median enrollments below the limits, and other superintendents near the limits, defining their present stratum. Keep in mind that about 45 percent of those sampled in 1969-70 appeared to be in their initial superintendency.

Those who made it to Group A districts registered the sharpest gains (11,875) in moving from the first to the fourth superintendency. The smallest increases in median enrollment in moving from one superintendency to another were registered by those serving Group C districts. The data suggest movement for most superintendents among districts of approximately the same enrollment range, the range characteristic of stratum C. It could be concluded that those in Group C and Group D are literally "going around in circles," that is, moving from one district to another of about the same size. Factors other than the challenge of larger enrollments must be found to explain the migration of superintendents from one district to another.

Salaries

The National Weighted Profile in Table 25 shows the median starting salary in the first superintendency to be $7,610 and the mean to be $8,409. The median starting salary as computed for the National Unweighted Profile was $8,000, and the mean $9,731. The data collected in this table suggest that the larger the district, the higher the salary—not a surprising fact. The median starting salary for the initial position held by those now serving Group C districts was $7,000, in contrast to $10,500 for those now in Group A districts. Thus the starting salary for those now in Group A districts was roughly 50 percent higher than for those now in Group C districts.

Starting salary for the initial superintendency must be placed in a time perspective. It was reported earlier that the median total number of years of experience as a superintendent was 9.3. The median starting salary of $7,610 was an amount earned during 1960.

As the data in Table 26 show, the difference between the median starting salaries in the first and fourth superintendencies was $2,925—a 38.5 percent hike. In the National Unweighted Profile the median starting salary jumped from $8,000 in the first superintendency to $12,000 in the fourth superintendency.

These data must be interpreted in light of the fact that 642 of the 667 respondents serving in districts with enrollments of 300 or more reported the starting salary in their first superintendency, while only 91 of the 667 had held four different superintendencies at the time the data were collected. It should be kept in mind as well that the older superintendents, who

Table 25. Starting Salary in First Superintendency

Salary range	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under $5,000	28.9%	5	22.7%	8	25.0%	17	22.4%	30	23.1%	54	23.0%	86	31.0%	170	26.5%	18	26.9%
$5,000–9,999	40.4	5	22.7	4	12.5	18	23.7	27	20.8	77	32.8	120	43.3	224	34.9	32	47.8
$10,000–14,999	20.2	2	9.1	4	12.5	12	15.8	18	13.8	46	19.6	57	20.6	121	18.8	17	25.4
$15,000–19,999	6.5	2	9.1	6	18.8	10	13.2	18	13.8	27	11.5	13	4.7	58	9.0		
$20,000–24,999	3.1	4	18.2	4	12.5	11	14.5	19	14.6	25	10.6	1	.4	45	7.0		
$25,000–29,999	.5	2	9.1	3	9.4	4	5.3	9	6.9	4	1.7			13	2.0		
$30,000–34,999	.2			2	6.3	3	3.9	5	3.8	1	.4			6	.9		
$35,000–39,999	.1	1	4.5					1	.8	1	.4			2	.3		
$40,000–44,999																	
$45,000–49,999		1	4.5					1	.8					1	.2		
$50,000 and over				1	3.1	1	1.3	1	1.5					1	.2		
Total	99.9%	22	99.9%	32	100.1%	76	100.1%	130	99.9%	235	100.0%	277	100.0%	642	99.8%	67	100.1%
Not reporting	3.9%			2	5.9%	5	6.2%	7	5.1%	5	2.1%	13	4.5%	25	3.7%	7	9.4%
Mean starting salary	$8,409	$14,675		$16,142		$13,035		$14,078		$10,735		$7,530		$9,731		$6,870	
Median starting salary	$7,610	$11,500		$13,375		$10,000		$10,500		$9,000		$7,000		$8,000		$7,000	

Table 26. Mean and Median Starting Salaries in First, Second, Third, and Fourth Superintendency

Group	Mean starting salaries paid in each superintendency							Median starting salaries paid in each superintendency						
	First	Second		Third		Fourth		First	Second		Third		Fourth	
	Amount	Amount	Increase	Amount	Increase	Amount	Increase	Amount	Amount	Increase	Amount	Increase	Amount	Increase
National Weighted Profile for Groups A, B, and C	$ 8,409	$ 9,993	$1,584	$10,137	$ 144	$11,398	$1,261	$ 7,610	$ 9,305	$ 1,695	$ 9,960	$ 655	$10,535	$ 575
Profile for Group A	14,078	15,379	1,301	18,730	3,351	18,379	-351	10,500	13,500	3,000	19,500	6,000	15,000	-4,500
Profile for Group B	10,735	12,510	1,775	12,861	351	15,315	2,454	9,000	11,750	2,750	12,000	250	15,000	3,000
Profile for Group C	7,530	9,059	1,528	9,068	10	9,972	904	7,000	8,300	1,300	9,000	700	9,450	450
National Unweighted Profile for Groups A, B, and C	$ 9,731	$11,294	$1,563	$12,442	$1,148	$13,459	$1,017	$ 8,000	$10,000	$ 2,000	$10,850	$ 850	$12,000	$1,150
Number reporting from Groups A, B, and C	642	356		185		91		642	356		185		91	
Profile for Group D	$ 6,870	$ 5,639	-$1,231	$ 5,202	-$4,437	$ 4,114	-$1,088	$ 7,000	$ 6,060	-$ 950	$ 4,800	-$1,250	$ 3,600	-$1,200
Total reporting from Group D	67	24		13		7		67	24		13		7	

doubtless had had more numerous opportunities to move, started their careers in the 1950's, when salaries were much below present levels. This factor has a tendency to reduce the starting salary level and to produce negative salary increments in the moves to districts of various sizes. The National Weighted Profile shows the median salary increase for each shift as less than the previous increase: the median salary gain in the second position over the first was $1695; the median gain in the fourth over the third was only $575. In periods of rapidly changing salaries, such as the 1960's, the time of movement would influence the starting salaries. This may help to explain in part the relatively small increases from position to position, as well as the negative figures.

The median starting salary in the current superintendency was almost $12,000 ($11,975), and the

mean was a little higher ($12,091). The National Unweighted Profile showed the median starting salary in the current superintendency to be $12,900 and the mean to be $14,408. As Table 27 shows, the larger the district, the higher the starting salary. The median starting salary in the current superintendency was $23,000 for those in Group A, more than twice the median starting salary of $10,650 for those in Group C. Almost two-thirds (66.1 percent) in Group D received less than $10,000 to start in their current administrative post. Only two starting salaries of more than $45,000 were found.

Table 27. Starting Salary in Current Superintendency

Salary range	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3		4		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals		Group B: 3,000-24,000 pupils		Group C: 300-2,999 pupils					
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under $5,000	8.7%			1	3.0%	3	3.9%	4	3.1%	10	4.3%	28	10.4%	42	6.6%	2	3.2%
$5,000–9,999	26.3	1	4.8			8	10.5	9	6.9	36	15.5	82	30.4	127	20.1	39	62.9
$10,000–14,999	38.0	1	4.8	2	6.1	8	10.5	11	8.5	61	26.2	115	42.6	187	29.5	21	33.9
$15,000–19,999	18.1	1	4.8	4	12.1	13	17.1	18	13.8	65	27.9	40	14.8	123	19.4		
$20,000–24,999	5.8	3	14.3	10	30.3	16	21.1	29	22.3	41	17.6	4	1.5	74	11.7		
$25,000–29,999	2.2	4	19.0	7	21.2	16	21.1	27	20.8	17	7.3			44	7.0		
$30,000–34,999	.8	5	23.8	6	18.2	12	15.8	23	17.7	2	.9	1	.4	26	4.1		
$35,000–39,999	.2	4	19.0	3	9.1			7	5.4	1	.4			8	1.3		
$40,000–44,999																	
$45,000–49,999		1	4.8					1	.8					1	0.2		
$50,000 and over		1	4.8					1	.8					1	0.2		
Total	100.1%	21	100.0%	33	100.0%	76	100.0%	130	100.1%	233	100.1%	270	100.1%	633	100.1%	62	100.0%
Not reporting	5.9%	1	4.5%	1	2.9%	5	6.2%	7	5.1%	7	2.9%	20	6.9%	34	5.4%	12	16.2%
Mean	$12,091	$28,429		$24,811		$20,156		$22,674		$15,595		$10,725		$14,408		$8,655	
Median	$11,975	$30,000		$24,000		$21,750		$23,000		$15,800		$10,650		$12,900		$8,775	

Table 28. Current Annual Salaries of Superintendents, 1969-70

Salary range	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3		4		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals		Group B: 3,000-24,999 pupils		Group C: 300-2,999 pupils					
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under $5,000	1.3%											4	1.8%	4	.8%		
$5,000–9,999	1.2									2	1.1	3	1.3	5	1.0	14	24.6
$10,000–14,999	26.9									12	6.3	77	34.4	89	17.0	40	70.2
$15,000–19,999	44.4					2	3.0	2	1.8	50	26.5	115	51.3	167	31.8	3	5.3
$20,000–24,999	16.5			2	7.7	11	16.4	13	11.6	72	38.1	21	9.4	106	20.2		
$25,000–29,999	6.4	1	5.3	8	30.8	22	32.8	31	27.7	38	20.1	3	1.3	72	13.7		
$30,000–34,999	2.5	7	36.8	9	34.6	29	43.3	45	40.2	12	6.3	1	.4	58	11.0		
$35,000–39,999	.6	6	31.6	7	26.9	3	4.5	16	14.3	3	1.6			19	3.6		
$40,000–44,999	.1	4	21.1					4	3.6					4	.8		
$45,000–49,999		1	5.3					1	.9					1	.2		
$50,000 and over																	
Total	99.9%	19	100.1%	26	100.0%	67	100.0%	112	100.1%	189	100.0%	224	99.9%	525	100.1%	57	100.1%
Not reporting	22.3%	3	13.6%	8	23.5%	14	17.3%	25	18.2%	51	21.3%	66	22.8%	142	21.3%	17	23.0%
Mean	$17,433	$35,868		$30,731		$28,174		$30,073		$21,798		$15,744		$20,022		$11,194	
Median	$17,310	$35,000		$30,250		$29,465		$30,000		$21,800		$15,550		$18,530		$11,200	

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Table 28 lists current annual salaries. The median salary paid to superintendents in the 1969-70 school year was $17,310, and the mean was a very close $17,433. In the National Unweighted Profile the median salary for 1969-70 was $18,530 and the mean salary $20,022.

The current median salary was $30,000 for those in Group A, almost twice the $15,550 for those in Group C. Considerable variation is found within the Group A stratum: more than one in eight earned less than $25,000, while almost one in five (18.8 percent) earned more than $35,000 in 1969-70. There was much less variation in Group D, where 94.8 percent received from $5,000 to $14,999.

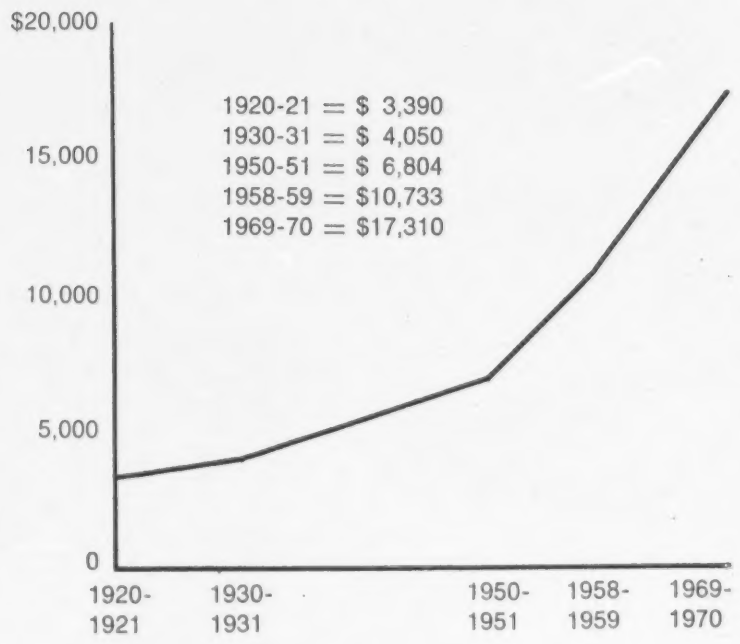
It is difficult to believe that in 1969-70, 1.3 percent of the superintendents responding were paid less than $5,000. A total of 2.5 percent were paid less than $10,000. The modal range was the $15,000-$19,999 bracket, into which the 1969-70 salaries of 44.4 percent of the superintendents in the National Weighted Profile fell. Only 3.2 percent of the superintendents received salaries of $30,000 or more, and most of these were in stratum A.

The 1969-70 median annual salary was more than five times that of about 50 years ago. The median salary of superintendents in 1920-21 was $3,390, and this represented a 41 percent increase over the median salary received in 1913-14. The median superintendent's salary in 1930-31 was $4,050; by 1950-51 it had risen to $6,804. It exceeded $10,000 for the first time in 1958-59, when the median was reported to be $10,733, and the average $11,853. It took almost thirty years for the median salary to more than double from $3,390 in 1921 to $6,804 in 1950-51. In the next period of less than twenty years the median salary came close to tripling, rising from $6,804 in 1950-51 to $17,310 in 1969-70. The sharply increasing rate of inflation in the past decade may account in part for the sharp gains in median salaries earned by superintendents.

Mobility of Superintendents

The 1958-59 AASA study of the superintendency challenged the commonly held notion that superintendents as a whole were a highly mobile group who changed positions frequently. The data collected in 1969-70 substantiate the findings of this earlier study and support the conclusion that the vast majority of superintendents confine their experience as chief

Figure 4. Median Salaries of Superintendents, 1920-21 to 1969-70



(From Table 28 and previous AASA studies)

Table 29. Number of School Districts Served as Superintendent

Number of districts	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One district	45.7%	6	30.0%	16	48.5%	41	51.3%	63	47.4%	110	46.2%	127	45.5%	300	46.2%	41	65.1%
Two districts	29.8	4	20.0	6	18.2	11	13.8	21	15.8	66	27.7	86	30.8	173	26.6	11	17.5
Three districts	11.9	6	30.0	3	9.1	13	16.3	22	16.5	33	13.9	31	11.1	86	13.2	1	1.6
Four districts	8.2	1	5.0	3	9.1	9	11.3	13	9.8	22	9.2	22	7.9	57	8.8	3	4.8
Five districts	2.6	1	5.0	2	6.1	2	2.5	5	3.8	2	.8	9	3.2	14	2.2	3	4.8
Six or more districts	1.7	2	10.0	3	9.1	4	5.0	9	6.8	5	2.1	4	1.4	18	2.8	4	6.3
Total	99.9%	20	100.0%	33	100.1%	80	100.2%	133	100.1%	238	99.9%	279	99.9%			63	100.1%
Not reporting	3.1%	2	9.1%	1	2.9%	1	1.2%	4	2.9%	2	.8%	11	3.8%	650	99.8%	11	14.9%
Median number of districts	2	2		2		1		2		2		2		1		1	

administrators to about two different school districts. The data summarized as the National Weighted Profile in Table 29 show that about three out of four of the respondents (75.5 percent) had served as superintendent in two or fewer districts. The 1958-59 study reported that about 70.7 percent of the superintendents had served in two or fewer districts. About seven out of eight 1969-70 superintendents (87.4 percent) had served in three or fewer districts. A relatively small number and percentage are doubtless responsible for the erroneous image of superintendents as a highly mobile lot. Only 4.3 percent had been employed in five or more school districts as superintendent.

Superintendents in stratum A appear to be the most mobile: 10.6 percent had served in five or more districts, and 63.2 percent in two or less. In Group C, by contrast, 4.6 percent had been employed in five or more districts and 76.3 percent in two or less.

Data in Table 30 demonstrate that 21.8 percent of the superintendents in the National Weighted Profile had remained in one school system throughout their entire professional career and had moved from position to position therein. The remaining 78.2 percent had served in more than one school system. The variation from this figure from one stratum to the next is very small, except in Group A.

The 1958-59 study reported that comparatively few superintendents had moved from one state to another to serve as chief school executive. Likewise, Table 31 shows that better than nine out of ten 1969-70 superintendents (92.1 percent) had spent their professional careers within one state. Only 1.3 percent had professional experience in education in three or more states; 6.5 percent had served in two states. It should be noted, however, that the superintendents in Group A depart significantly from the National Weighted Profile. Only about two-thirds of

Table 30. Mobility of Superintendents

Number of systems served	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A. B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Movement within one system only	21.8%	4	18.2%	8	24.2%	15	19.5%	27	20.5%	50	21.0%	64	22.1%	141	21.4%	12	17.4%
Professional positions in more than one system	78.2	18	81.8	25	75.8	62	80.5	105	79.5	188	79.0	225	77.9	518	78.6	57	82.6
Total	100.0%	22	100.0%	33	100.0%	77	100.0%	132	100.0%	238	100.0%	289	100.0%	659	100.0%	69	100.0%
Not reporting	.5%			1	2.9%	4	4.9%	5	3.6%	2	.8%	1	.3%	8	1.2%	5	6.8%

Table 31. Number of States in Which Superintendents Have Served as Superintendent

Number of states	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One state	92.1%	8	36.4%	25	73.5%	58	71.6%	91	66.4%	212	89.1%	267	93.7%	570	86.4%	67	94.4%
Two states	6.5	7	31.8	7	20.6	14	17.3	28	20.4	22	9.2	15	5.3	65	9.8	3	4.2
Three states	1.1	7	31.8	2	5.9	5	6.2	14	10.2	2	.8	3	1.1	19	2.9		
Four states	.2					2	2.5	2	1.5	2	.8			4	.6		
Five or more states						2	2.5	2	1.5					2	.3	1	1.4
Total	99.9%	22	100.0%	34	100.0%	81	100.1%	137	100.0%	238	99.9%	285	100.1%	660	100.0%	71	100.0%
Not reporting	1.5%									2	.8%	5	1.7%	7	1.0%	3	4.0%
Median	1	2		1		1		1		1		1		1		1	

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Table 32. Term of Contract for Present Appointment

Years	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One	37.4%			4	11.8%	3	3.7%	7	5.1%	45	19.1%	126	44.1%	178	27.1%	54	76.1%
Two	13.2			4	11.8	9	11.1	13	9.5	21	8.9	42	14.7	76	11.6	9	12.7
Three	23.8	2	9.1	8	23.5	24	29.6	34	24.8	66	28.1	64	22.4	164	24.9	6	8.5
Four	14.2	16	72.7	14	41.2	35	43.2	65	47.4	65	27.7	26	9.1	156	23.7		
Five or more	4.3	3	13.6	4	11.8	6	7.4	13	9.5	15	6.4	10	3.5	38	5.8	1	1.4
Indefinite	2.8	1	4.5			1	1.2	2	1.5	14	6.0	5	1.7	21	3.2	1	1.4
Other	4.3					3	3.7	3	2.2	9	3.8	13	4.5	25	3.8		
Total	100.0%	22	99.9%	34	100.1%	81	99.9%	137	100.0%	235	100.0%	286	100.0%	658	100.1%	71	100.1%
Not reporting	1.5%									5	2.1%	4	1.4%	9	1.4%	3	4.0%

these superintendents (66.4 percent) had confined their professional experiences to one state. Over 13 percent had been employed as chief executive in three or more states. This is not surprising. The number of districts in each state with pupil enrollments of 25,000 or more is very small, and the propensity of school boards serving Group A districts to launch a national search for the person needed as chief executive officer is understandable. In general, the larger the pupil enrollment of the district, the greater the likelihood that the superintendent will have been employed in more than one state.

In the 1958-59 study, 85.1 percent of the superintendents had had professional experience in only one state. This figure is best compared with the 1969-70 National Unweighted Profile for Groups A, B, and C, which shows 86.4 percent of the superintendents confining their employment to one state. The 1969-70 data, if they allow any inference of a trend, support the notion of even less interstate mobility among superintendents than was evident in 1958-59.

Contract Term

It can be generalized from Table 32 that the smaller the school district enrollment, the greater the likelihood that the superintendent's contract will be confined to a one-year period. Superintendents employed in Group A districts are likely to have contract terms of four or more years. Only about 15 percent of the superintendents in Group A schools are offered contracts covering a term of two years or less. In contrast, almost six in ten (58.8 percent) of the superintendents in Group C districts work under contracts of two years or less. Less than 15 percent of the Group C superintendents have contracts of four years or more.

The National Weighted Profile is influenced to a large degree by practices found in Group C districts. According to data in the National Weighted Profile, a little over one-half (50.6 percent) of the superintendents were employed with contracts of two years or less. The modal duration period for a Group B superintendent's contract is three and four years, with 55.8 percent falling in this range. The modal term for Group A superintendents is about the same, with 72.2 percent falling within this range.

Summary

Data collected on the work experience of the 1969-70 superintendent permit the generalization that the "typical" superintendent started his career in education at about age 23, as a science, math, or social studies teacher in a secondary school. ("Typical" is defined by the median in the National Weighted Profile.) He was more than twice as likely to have begun his career in secondary as in elementary teaching. The chances were almost eight in ten that he coached some sport.

All told, more superintendents than ever before had classroom teaching experience (almost 96 percent). Better than 99 percent of the superintendents in Group A disricts had "chalkdust on their sleeves." The typical 1969-70 superintendent had spent more than six years in the classroom.

After about six or seven years in the education profession, the typical superintendent moved into his first administrative or supervisory position. The modal age bracket was 25-34, when over two-thirds of the superintendents assumed their first administrative post. The point of entry more often than not was the principalship or assistant principalship. In general, the larger the district, the more likely it was that the point of entry into the superintendency was a central office post. The great majority of the 1969-70 superintendents had not been employed in a postcollege noneducational position.

About the age of 36, or some thirteen years after entering education, the typical superintendent earned his appointment to his first superintendency. His starting salary, in roughly the year 1960, was about $7610. He spent about 4½ (median) to 6½ (mean) years in this first position. Slightly over 1500 pupils were enrolled in his district.

By 1969-70, the typical superintendent had devoted 9.3 years to the superintendency. His starting salary in his current position was almost $12,000. His current annual salary had reached $17,310.

Superintendents are not a highly mobile lot. Over three-fourths have stayed in two or fewer districts. Those in Groups C and D appear to be "going around in circles," moving from one district to another of about the same size. Superintendents are not likely to move from state to state. In fact, 92 percent remain in only one state. A mere handful have been employed in three or four states.

For the superintendent in a very large district, more than likely the term of contract is three or four years; in a small district, the term is only about one or two years.

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Chapter 5

The Superintendent's Professional Preparation

The importance of the professional preparation of school superintendents has long been recognized. As the initial AASA report on the status of the schools' chief executive officer stated in 1923,

> While more than average training does not guarantee the superintendent's employment in the larger and hence in the more highly remunerative positions, still it is an important factor in the equipment of those who occupy the higher positions, one which contributes to their success and one which is taken largely into account in their employment. The superintendent, therefore, who is anxious to secure promotion will make sure that his training is at least equal to the median amount which is found in the city group to which he wishes an appointment.[8]

To emphasize that the superintendent of almost 50 years ago spent considerable time in preparatory study, this first AASA status study of the superintendency reported the amount of education in *years beyond elementary school.* The same report was pleased to note that "the superintendent of schools is a graduate of high school."[9] The last time an AASA status study reported this fact was in 1933. All subsequent reports have taken elementary and high school education for granted and have focused on preparation at the graduate school level.

The data generated in the 1923 AASA inquiry emphasized the significance of normal school training and reported that 38.4 percent of the superintendents had such training.[10] Perhaps this may help to explain the origins of the stereotype of the superintendent as a normal school product, a stereotype which was refuted by data produced in the 1958-59 study and completely exploded by information gathered in 1969-70.

Professional Degrees Earned

As was explained in Chapter II, the data compiled in 1969-70 were treated with a special statistical weighting technique to present a nationwide profile for each aspect of the superintendency. The weighting was necessary to reflect the impact of the number of superintendents sampled in each enrollment stratum as well as the percentage in each stratum returning questionnaires. As there are almost three times as many superintendents in Category C districts as in categories A and B combined, the National Weighted Profiles for 1969-70 reflect the impact of the large number of Category C superintendents. The data in the 1958-59 study and those of previous years, in contrast, gave equal weight to each enrollment or population category in the computation of a national profile, even though the number of superintendents in each stratum varied considerably. This tended to give unusual weight to the relatively few superintendents in the very large districts, so that previous national profiles of superintendents' characteristics were biased in favor of large city superintendents' characteristics. For this reason the 1969-70 National Weighted Profile on the preparation level of superintendents is not comparable with previous studies and cannot be used as evidence for rough trends. Cautious comparison with previous AASA status studies is more defensible if the 1969-70 weighting technique is ignored, although precise comparability to results obtained in various years is still impossible. A National Unweighted Profile was computed to facilitate such rough comparisons and rough determinations of trends. The comparison of preparation levels in various years will be based on the National Unweighted Profile.

The percentage of superintendents in the 1969-70 National Unweighted Profile reporting the master's degree as the highest earned was 55.1 percent. This can be compared roughly with 56.3 percent in 1958-59, 78.7 percent in 1950-51, 56.7 percent in 1933, and 32 percent in 1921-22. Thus the master's degree as the highest degree earned by superintendents reached its peak in 1950-51. The reason for the subsequent declining percentage of superintendents reporting the master's degree as the highest earned is that in recent years a larger number and percentage of superintendents have been pursuing work beyond the master's, toward specialist and doctoral degrees.

A more dramatic difference among various status studies is evident in the percentage of superintendents with an earned doctorate. Less than 3 percent of the superintendents in 1921-22 and in 1930-31 had an earned doctorate. In 1950, 14 percent of the urban superintendents and 2.3 percent of the rural superintendents reported an earned doctorate. As can be seen in the National Unweighted Profile in Table 33, 22.7 percent of the 1969-70 superintendents had an earned doctorate, and 6.5 percent had completed additional study beyond it. In short, 29.2

[8] *Ibid.*, p. 20.
[9] *Loc. cit.*
[10] *Loc. cit.*

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percent in the 1969-70 National Unweighted Profile practiced with at least an earned doctorate—the highest percentage of superintendents with an earned doctorate ever recorded. (This is the first status study which has reported data on postdoctoral work.)

More detailed analysis of the data organized in Table 33 allows the generalization that districts with larger enrollments are more likely to have a superintendent with an earned doctorate than those with smaller enrollments. Less than one in ten (8.2 percent) of the superintendents in districts with an enrollment of 300 to 2,999 pupils had an earned doctorate. In contrast, almost two out of three (64.7 percent) of the Group A superintendents had earned doctorates. Significant differences are noted among the various substrata within Group A. While almost seven out of eight (86.3 percent) of the superintendents in districts with enrollments of 100,000 or more reported at least a doctorate, less than six out of ten superintendents (59.3 percent) in districts with 25,000 to 49,999 pupils had this level of professional preparation. The high percentage of superintendents with doctorates serving the very large cities was also evident in 1958-59, when 45.2 percent of the superintendents in districts with civilian populations of 100,000 to 499,999 and 66.7 percent in districts with a civilian population of 500,000 and over had earned doctorates.

It can be concluded that the trend toward greater amounts of preparation by superintendents of schools, now measured in terms of graduate degrees earned, shows no signs of abating. It is not unrealistic to predict that by the end of this decade practically all superintendents in the so-called "great cities," and more than 50 percent of the superintendents in Groups A, B, and C combined, will have earned doctorates.

Unpublished studies by the AASA Committee for the Advancement of School Administration (CASA) have suggested that AASA membership standards, along with state administrator certification standards, may be responsible for the relatively high levels of professional preparation among superintendents. The number of states requiring six or more years of professional preparation increased from two in 1957 to 24 by 1966. The number of states requiring five, but less than six, years of prepartion for administrator certification peaked out in the late 50's and early 60's. The 24 states in 1966 that required only a master's degree for certification as a superintendent are about the same number as required this amount of professional preparation in 1953, and far below the 35 states that specified this level in 1961. Where more than one superintendent certificate is required, the evidence indicates that by 1966, 29 states called for six or more years of preparation, whereas 19 demanded only a master's degree. At least three states at the present time demand seven years as the minimum preparation for the highest certificate awarded to superintendents.

The 1969-70 National Unweighted Profile shows that a mere handful of superintendents, a very low 0.3 percent, were without a degree, in comparison with 2 percent in 1958-59, 3.8 percent in 1931-32, and 12.8 percent in 1923. In 1969-70 those with a bachelor's degree as the highest achievement totaled 2.1 percent, as compared with 2.4 percent in 1958-59, 36.7 percent in 1931-32, and 54.6 percent in 1921-22.

The 1969-70 National Weighted Profile for highest degree earned is a more accurate indicator of the true status of preparation levels, even though it does not lend itself to comparison with data from other studies. This profile, which is reported in column 1 of Table 33, presents a quite different picture: instead of almost 30 percent having a doctorate or more in 1969-70, as suggested in the Unweighted Profile, the Weighted Profile shows only 15.4 percent at this level. Likewise, a higher percentage reporting the master's degree as the highest level of professional prepara-

Table 33. Highest Degree Earned

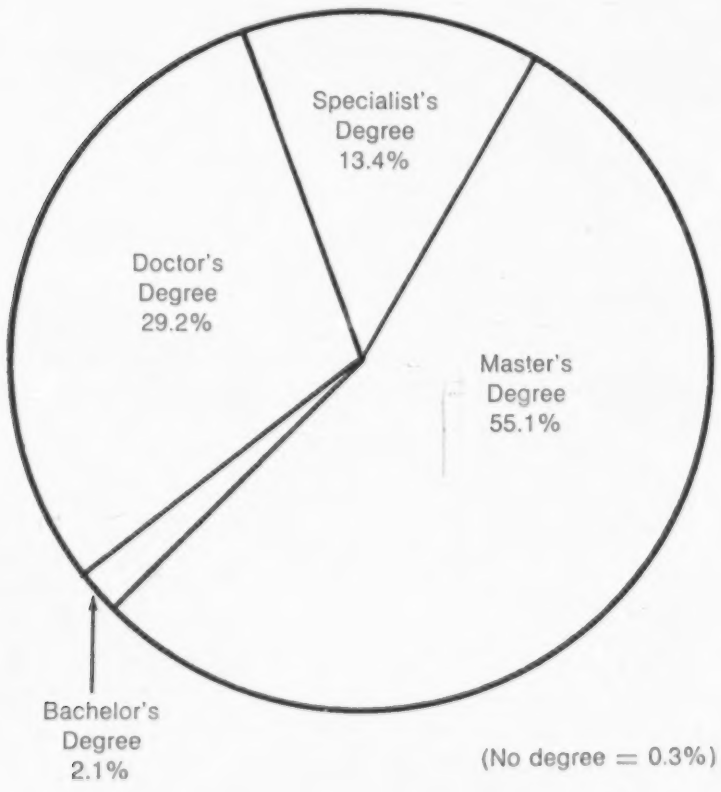
Degree level	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
No degree reported	.4%									1	.4%	1	.3%	2	.3%	1	1.4%
Bachelor's	2.3					1	1.2	1	.7	7	2.9	6	2.1	14	2.1	11	15.5
Master's	65.7	2	9.1	10	30.3	28	34.6	40	29.4	119	49.6	208	71.7	367	55.1	49	69.0
Sixth-year or specialist	16.3	1	4.5	2	6.1	4	4.9	7	5.1	31	12.9	51	17.6	89	13.4	8	11.3
Doctorate	12.5	14	63.6	16	48.5	37	45.7	67	49.3	63	26.3	21	7.2	151	22.7	2	2.8
Additional study beyond doctorate	2.9	5	22.7	5	15.2	11	13.6	21	15.4	19	7.9	3	1.0	43	6.5		
Total	100.1%	22	99.9%	33	100.1%	81	100.0%	136	99.9%	240	100.0%	290	99.9%	666	100.1%	71	100.0%
Not reporting	1			1	2.9%			1	[illegible]%					1	.1%	3	4.0%

Table 34. Age at Beginning Master's Degree Study in Education

Age level	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 25 years	24.3%	10	47.6%	14	42.4%	23	33.3%	47	38.2%	55	27.5%	56	23.0%	158	27.9%	12	25.0%
25-29 years	41.5	9	42.9	14	42.4	32	46.4	55	44.7	81	40.5	102	41.8	238	42.0	14	29.2
30-34 years	22.9	1	4.8	2	6.1	6	8.7	9	7.3	40	20.0	59	24.2	108	19.0	10	20.8
35-39 years	6.8			2	6.1	6	8.7	8	6.5	13	6.5	17	7.0	38	6.7	7	14.6
40 or more years	4.4	1	4.8	1	3.0	2	2.9	4	3.3	11	5.5	10	4.1	25	4.4	5	10.4
Total	99.9%	21	100.1%	33	100.0%	69	100.0%	123	100.0%	200	100.0%	244	100.1%	567	100.0%	48	100.0%
Not reporting	16.0%	1	4.5%	1	2.9%	12	14.8%	14	10.2%	40	16.7%	46	15.9%	100	15.0%	26	35.1%
Mean age in years	28.8	25.3		26.3		27.0		26.5		28.1		28.5		28.0		29.7	
Median age in years	28.1	25.0		26.0		26.0		26.0		27.0		27.0		27.0		29.0	

tion is found in the Weighted than in the Unweighted Profile. The data in both the Weighted and the Unweighted Profiles show about the same percentage with no degree and with a bachelor's degree only. A variation of less than 3 percent is noted at the specialist degree level.

Figure 5. Highest Degree Earned by Superintendents, 1969-70



(From Table 33)

Time Devoted to Graduate Study

The typical superintendent in the year 1969-70 had begun work on his master's degree at about age 28. If he had pursued a specialist or sixth-year degree, he had started it at about age 35. Those who had completed a doctorate had initiated the study for it at about age 33. As indicated in Table 34, superintendents in larger districts (Group A) were engaged in graduate study for a master's degree at an earlier age than those in the other strata.

As Table 35 shows, it took the typical chief school executive from 3 to 4 years, the median being 3 years and the mean being 4.4 years, to complete a master's degree, and another 3 to 4 years to complete his sixth-year or specialist study. From 5.6 to 6.1 years beyond the master's were required for completion of the doctorate. The typical 1969-70 superintendent was almost 32 when he finished his master's and over 37 when he obtained his sixth-year award. If he pursued a doctorate, he was about 39 by the time he earned it. The great majority of 1969-70 superintendents had no administrative experience prior to completion of graduate study programs in educational administration.

About five out of eight superintendents (62.7 percent) devoted two semesters or less to full-time graduate study in residence at the master's level. Almost three out of four (71.8 percent) devoted two semesters or less to full-time study in residence for the sixth-year degree. In contrast, 56.4 percent devoted three or more semesters in full-time residence to complete the doctorate. These data are summarized in Table 36. The median number of semesters devoted to full-time residence work at the doctoral level was three; for the master's and sixth-year, two each.

Major Fields of Study

Table 37 shows that most superintendents selected education, other social sciences, the natural sciences, or mathematics as their major field of study for the bachelor's degree. It was the unusual administrator who chose agriculture (4.2 percent) or business administration (8.8 percent) as his major undergraduate field. Similar findings were reported in the 1958-59 study. The 1969-70 superintendents in Groups A and B were more likely to major in social studies than in education. The reverse was true in Groups C and D. In Group A, 27 percent of the chief school executives indicated majoring in English, speech, drama, or foreign languages.

The major field of study for the master's degree was educational administration, with 69.6 percent of the respondents reporting this focus. A total of 23.1 percent majored in education in general. Thus more than nine out of ten completed their master's in education or educational administration, and only 7.3 percent in other disciplines. In 1958-59, 78.5 percent reported majors in educational administration, 18.2 percent in general education, and only 3.3 percent

Table 35. Time Devoted to Graduate Study by 1969-70 Superintendents

Group	Master's degree study						Sixth-year or specialist study						Doctorate study					
	Starting age		Age at completion		Total years		Starting age		Age at completion		Total years		Starting age		Age at completion		Total years	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
National Weighted Profile for Groups A, B, and C	28.8	28.1	32.8	31.8	4.4	3.0	36.5	34.7	38.6	37.9	4.9	3.0	33.4	32.9	39.1	39.3	6.1	5.6
Group A superintendents	26.5	26.0	30.2	29.0	3.6	3.0	29.4	31.0	34.5	34.0	5.2	3.0	33.2	32.0	39.5	38.0	6.1	4.0
Group B superintendents	28.1	27.0	31.5	30.0	3.7	3.0	34.1	31.0	36.9	34.0	5.5	3.0	32.6	32.0	37.8	39.0	7.3	6.0
Group C superintendents	28.5	27.0	32.7	31.0	4.0	3.0	36.8	34.0	38.5	38.0	4.0	3.0	33.0	32.0	38.8	38.0	5.1	4.0
National Unweighted Profile for Groups A, B, and C	28.0	27.0	31.8	30.0	3.8	3.0	34.5	32.0	36.5	36.0	5.7	3.0	32.9	32.0	38.8	39.0	6.4	5.0
Number reporting from Groups A, B, and C	567		557		563		116		92		85		205		184		180	
Special profile for Group D superintendents	29.7	29.0	32.7	32.0	3.3	3.0	33.6	31.0	23.8	28.0	24.8	3.0	36.0	36.0	38.0	38.0	6.0	6.0
Number reporting from Group D	48		46		45		8		5		4		2		1		1	

Table 36. Semesters Devoted by Superintendents to Full-Time Graduate Study in Residence

Number of semesters	National Weighted Profile for		
	Master's degree	Sixth-year study	Doctorate
	Percent	Percent	Percent
One	11.2%	25.5%	5.0%
Two	51.5	46.3	38.5
Three	20.1	12.8	23.7
Four	10.9	12.1	20.8
Five	3.1	3.1	4.8
Six	1.5		6.0
Seven or more	1.7	.1	1.1
Totals	100.0%	99.9%	99.9%
Not reporting	47.9%	90.6%	88.9%
Median number of semesters	2	2	3

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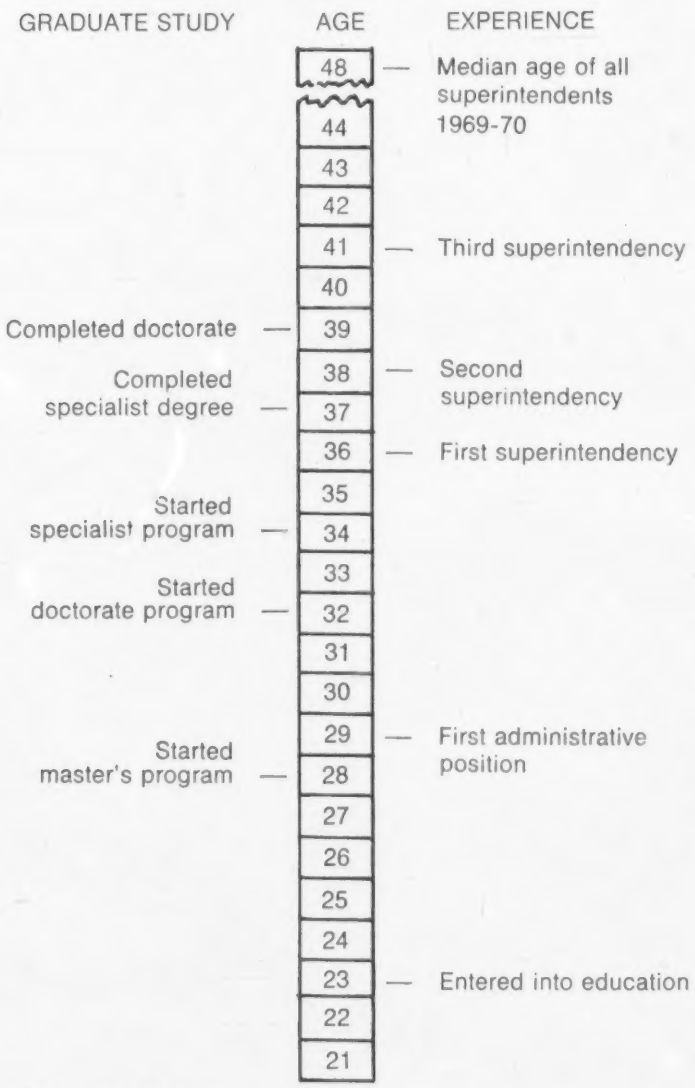
Figure 6. Median Ages of Superintendents at Milestones in Their Graduate Study and Professional Experience



(Data from Tables 2, 6, 12, 17, 18, 34, 35)

in other fields. These data are summarized in Table 38.

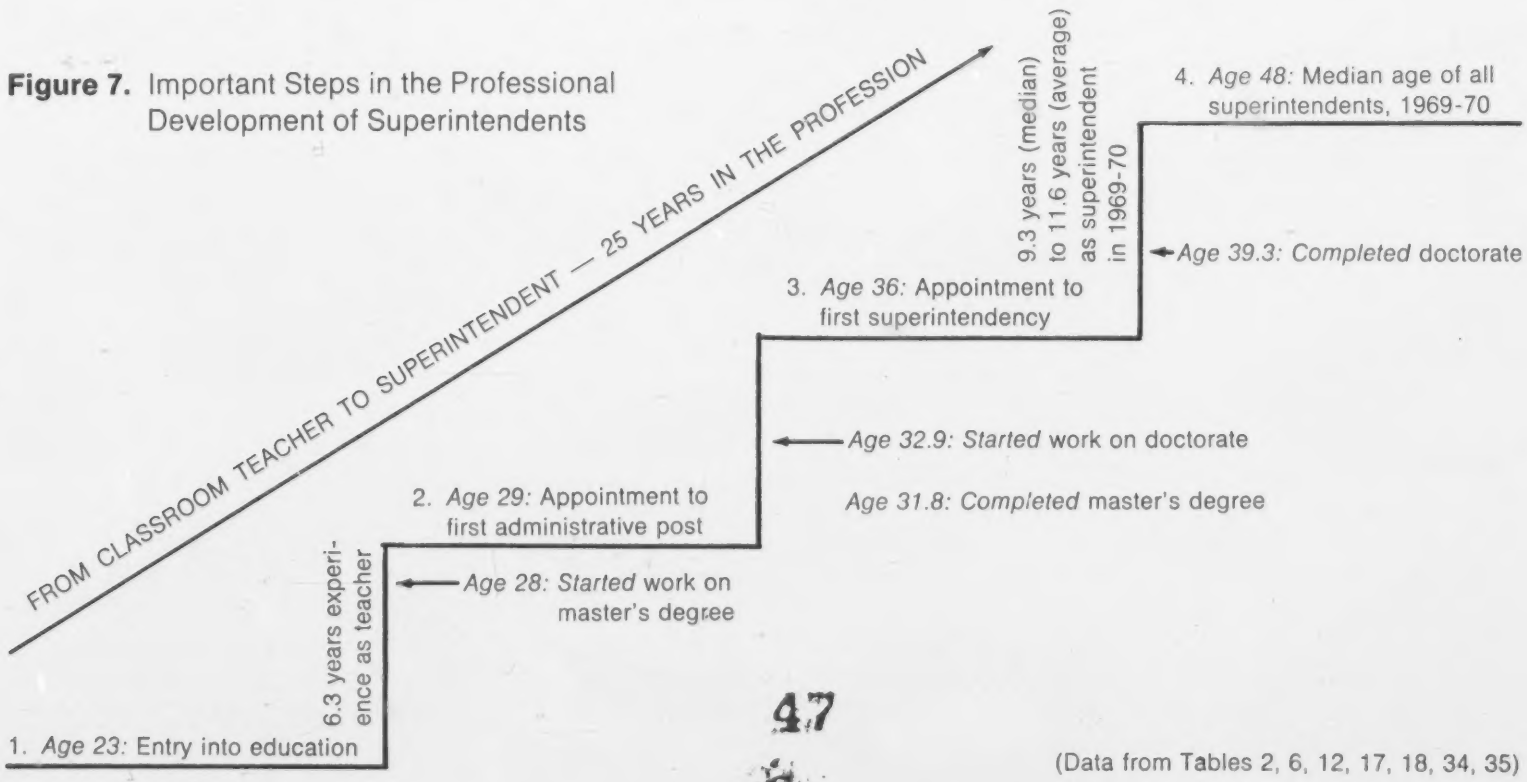
Costs Incurred for Graduate Study

Graduate study represents a sizable investment for professional educators. Estimated costs incurred by superintendents in pursuing a master's, sixth-year, or doctoral program are summarized in Table 39. These are out-of-pocket expenses and do not include opportunity costs, that is, added losses related to wages that could have been earned while studying for a graduate degree. The median expenditure for completion of the master's degree was computed to be $2,053; for the sixth-year program the median was an additional $2,041; and for the doctoral program, $4,995 more. The mean expenditures were $2,171 for the master's program, $2,313 for the sixth-year program, and $5,515 for the doctorate. These figures indicate that the investment in graduate study for those completing a doctor's degree ranges from about $9,000 to $10,000. As reported earlier in this chapter, the master's was the highest current degree for most superintendents in the 1969-70 National Weighted and Unweighted Profiles. The median total investment for graduate study by superintendents was $2,653, while the mean was $3,487. Costs incurred for a master's and doctorate in 1969-70 were about $500 higher than in 1958-59. Median net costs in 1958-59 were $1,490 for a master's, $2,356 for sixth-year work, and $4,438 for a doctorate.

Financial Assistance

The so-called "GI Bill," or educational benefits accruing to veterans of the armed services, appeared

Figure 7. Important Steps in the Professional Development of Superintendents


FROM CLASSROOM TEACHER TO SUPERINTENDENT — 25 YEARS IN THE PROFESSION
1. Age 23: Entry into education
6.3 years experience as teacher
2. Age 29: Appointment to first administrative post
Age 28: Started work on master's degree
Age 32.9: Started work on doctorate
Age 31.8: Completed master's degree
3. Age 36: Appointment to first superintendency
9.3 years (median) to 11.6 years (average) as superintendent in 1969-70
Age 39.3: Completed doctorate
4. Age 48: Median age of all superintendents, 1969-70

(Data from Tables 2, 6, 12, 17, 18, 34, 35)

Table 37. Superintendents' Major Fields of Study for Bachelor's Degree

Field	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000 99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Educational administration	1.9%	2	9.1%			1	1.2%	3	2.2%	3	1.3%	6	2.1%	2	2.8%
Education (general)	36.5	7	31.8	11	32.4	22	27.2	40	29.2	85	36.2	106	36.8	36	50.7
Social sciences	35.1	13	59.1	18	52.9	33	40.7	64	46.7	96	40.9	95	33.0	23	32.4
English, speech, drama, foreign languages	11.7	4	18.2	11	32.4	22	27.2	37	27.0	29	12.3	32	11.1	10	14.1
Physical or biological science or mathematics	29.8	3	13.6	12	35.3	29	35.8	44	32.1	77	32.8	83	28.8	15	21.1
Business administration	8.8	1	4.5	1	2.9	4	4.9	6	4.4	15	6.4	28	9.7	5	7.0
Agriculture	4.2					1	1.2	1	.7	6	2.6	14	4.9	3	4.2
Others	5.1	3	13.6	1	2.9	7	8.6	11	8.0	6	2.6	17	5.9	3	4.2
Total reporting[a]	100.1%	22		34		81		137		235		288		71	
Not reporting	1.0%									5	2.1%	2	.7%		

[a]Columns do not add up to "Total reporting," because some respondents indicated double or triple majors.

Table 38. Superintendents' Major Fields of Study for Master's Degree

Field	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000 99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Educational administration	69.6%	9	40.9%	24	70.6%	52	65.8%	85	63.0%	155	69.8%	195	69.6%	36	62.1%
Education (general)	23.1	7	31.8	7	20.6	21	26.6	35	25.9	45	20.3	67	23.9	17	29.3
Social sciences	2.1	4	18.2	2	5.9	4	5.1	10	7.4	11	5.0	3	1.1	2	3.4
Public administration and finance	.2					1	1.3	1	.7	2	.9				
English, speech, drama, foreign languages	1.1					1	1.3	1	.7	3	1.4	3	1.1	1	1.7
Physical or biological science or mathematics	2.0	1	4.5	1	2.9			2	1.5	3	1.4	6	2.1	2	3.4
Others	1.9	1	4.5					1	.7	3	1.4	6	2.1		
Total	100.0%	22	99.9%	34	100.0%	79	100.1%	135	99.9%	222	100.2%	280	99.9%	58	99.9%
Not reporting	4.4%					2	2.5%	2	1.5%	18	7.5%	10	3.4%	13	18.3%

to be the largest single source of assistance to superintendents pursuing graduate study. As Table 40 shows, approximately three out of four (73.5 percent) reported receiving such assistance while pursuing a master's degree. Private or public loans, the next largest source of financial assistance, were used at the master's level by about one out of four. College or university grants were used by only 6.6 percent of the superintendents at this level.

At the doctoral level, veterans benefits helped 38.7 percent of the superintendents—considerably fewer than at the master's level. College and university grants, on the other hand, were more important at the doctoral level: almost one-third (32.8 percent) of those working on a doctorate received such help. Private or public loans were a third major source of financial support at the doctoral level and were used by 22.1 percent of the superintendents. Sabbatical leave payments from local school districts were a minor support source for those pursuing a master's, reported by only 2.1 percent, while at the doctoral level sabbatical leave payment helped almost one in five (18 percent) of the superintendents.

At all graduate levels combined, veterans benefits helped 69.4 percent of the superintendents. Private or public loans were the next most important source of financial assistance, helping 26.3 percent. College or university grants helped 14.5 percent of the superintendents.

The amounts of financial aid received by the superintendents at various graduate levels are summarized in Table 41. As would be expected, the median amount of financial aid for advanced degrees was two and three times higher than that for the

Table 39. Estimated Expenditures by Superintendents for Graduate Study (Excluding Opportunity Costs or Unearned Wages)

Range of expenditures	National Weighted Profile for—			
	1 Master's programs	2 Sixth-year programs	3 Doctoral programs	4 Total investment in graduate programs
	Percent	Percent	Percent	Percent
Less than $1,000	9.5%	13.7%	5.7%	6.2%
$1,000–2,499	57.7	52.3	10.3	42.0
$2,500–4,999	26.2	25.3	34.2	29.5
$5,000–7,499	5.4	6.6	23.3	13.0
$7,500–9,999	.2		8.4	2.8
$10,000 or more	1.0	2.1	18.2	6.5
Total	100.0%	100.0%	100.1%	100.0%
Not reporting	32.0%	87.2%	87.2%	29.2%
Mean expenditure	$2,171	$2,313	$5,515	$3,487
Median expenditure	$2,053	$2,041	$4,995	$2,653

Table 40. Sources of Financial Support for Superintendents in Groups A, B, and C While Pursuing Graduate Study

Source of assistance	Percentage and number of those receiving financial support at each graduate level							
	Master's level		Two-year level		Doctorate		All levels	
	Weighted percentage	Number	Weighted percentage	Number	Weighted percentage	Number	Weighted percentage	Number
GI or veterans benefits	73.5%	229	60.4%	20	38.7%	63	69.4%	
Other federal grants	3.4	7	4.3	3	4.8	4		253
College or university grants	6.6	25	15.1	7	32.8	57	14.5	80
Sabbatical leave payments from local school district	2.1	6	7.1	2	18.0	20	6.7	27
Private or public loans	24.7	67	26.4	9	22.1	30	26.3	90
Private or foundation grants		1			4.0	3	.9	4
Other sources	9.7	31	17.2	5	21.3	27	12.5	49
Not reporting	56.5%	366	94.9%	633	88.4%	530	50.4%	306

Table 41. Amount of Financial Aid Received by Superintendents for Graduate Study

Range of amounts	National Weighted Profile for—		
	Master's study	Sixth-year study	Doctoral study
	Percent	Percent	Percent
Less than $1,000	55.8%	36.0%	8.7%
$1,000 to $4,999	43.9	57.5	65.8
$5,000 or more	.3	6.5	25.5
Total	100.0%	100.0%	100.0%
Number reporting	29	11	72
Percent **not** reporting	97.0%	98.4%	95.0%
Mean	$918	$2,209	$3,805
Median	$900	$1,972	$3,516

master's level. The median amount of financial assistance totaled $900 at the master's level, $1,972 at the sixth-year level, and $3,516 at the doctoral level. Note that about one-fourth of the superintendents received $5,000 or more in financial aid at the doctoral level.

The percentages of superintendents receiving fellowship or assistantship stipends during graduate study are shown in Table 42. Once again, the percentage of those pursuing a doctorate who received a fellowship or assistantship stipend was about three times the percentage of those working toward a two-year or specialist degree, and approximately six times the percentage of those working on their master's degree. It is surprising that relatively small percentages are involved in all cases here: only 35.2 percent of those pursuing a doctorate, 11.8 percent of those pursuing a specialist degree, and 5.9 percent of those studying for a master's were granted university support in the form of fellowships and assistantship stipends.

Only a relatively small percentage (less than 10 percent) of the superintendents indicated that they had borrowed money to complete graduate study. Of those who had, the largest portion borrowed while pursuing the doctor's degree. The median amount borrowed at the master's level was $1,191, at the two-year level $1,509, and at the doctorate level $2,378. These data are presented in Table 43.

A Reminder

Data on total costs for graduate study should be placed in the appropriate time frame. Most of these expenditures were incurred during the years 1949 to 1957. The typical administrator's investment of about $10,000 to complete a master's, two-year degree, and doctorate during 1949 to 1957 would probably not suffice in 1969-70. It could be estimated that expenditures for completing a doctorate today would be from 33 to 50 percent higher, because of the impact of inflation. To complete the same amount of graduate study would probably require from $13,000 to $15,000 at present price levels.

Appraisal of Graduate Programs

The superintendents were asked to appraise programs by indicating the importance they attached to various graduate courses. Their responses are organized in Table 44. Such courses as school finance, personnel administration, public relations, school business management, legal aspects, and school plant planning were considered "important" or "of great importance" by 80 to 89 percent of the

Table 42. Percentages of Superintendents Receiving Fellowship or Assistantship Stipends for Graduate Study

Level of graduate study	National Weighted Profile of superintendents receiving—		Total number reporting
	Stipends	No stipends	
Master's degree	5.9%	94.1%	570
Two-year or specialist degree	11.8%	88.2%	111
Doctorate	35.2%	64.8%	296

Table 43. Amounts of Money Borrowed by Superintendents To Pursue Graduate Study

Amount of money	National Weighted Profile at the—		
	Master's level	Two-year level	Doctoral level
Less than $1,000	44.5%	26.9%	4.3%
$1,000–$1,999	29.2%	46.2%	30.2%
$2,000–$2,999	21.1%	26.9%	41.6%
$3,000–$3,999			14.4%
$4,000 or more	5.1%		9.2%
Totals	99.9%	100.0%	99.7%
Number reporting	60	7	28
Mean amounts	$1,215	$1,240	$2,236
Median amounts	$1,191	$1,509	$2,378

Table 44. Superintendents' Ranking of Graduate Courses

Courses ranked "important" or "of great importance" by at least 75 percent of the superintendents	National Weighted Profile: percentage ranking course "important" or "of great importance"	Courses ranked "important" or "of great importance" by less than 50 percent of the superintendents
1. Educational administration courses (88.8 percent reporting)		
School finance systems	89.0%	
Personnel administration	89.0	
Public relations	87.9	
School business management	86.8	
Legal aspects of education	82.1	
School plant planning	80.7	
School principalship	75.4	
Administrative theory	74.0	
2. Field experiences (74.6 percent reporting)		
School surveys	84.2	
Internship	75.0	
3. Educational foundations courses (83.3 percent reporting)		
Child growth and development	85.8	
Philosophy of education	80.6	
	30.0	Psychology
4. Curriculum, instruction, and supervision courses (85.9 percent reporting)		
Supervision	92.6	
Adult education	88.9	
	29.4	School curriculum
	28.5	Teaching methods
5. Social science courses (73.4 percent reporting)		
Economics	77.6	
Political science	75.6	
	36.2	Sociology
6. Technology courses (68.8 percent reporting)		
Computer and data processing	83.2	
Operations research	65.7	
PPBS	64.1	

respondents. Administrative theory and school principalship courses were so ranked by about 75 percent. Field experiences were rated high as well, with school surveys placing higher than internship.

The superintendents voiced mixed reactions to courses in educational foundations, curriculum and instruction, supervision, and social sciences. Child growth and development and philosophy of education were rated "important" or "of great importance" by more than 80 percent of the superintendents, while psychology was so rated by only about 30 percent. Likewise, supervision and adult education courses were considered important by about 90 percent of the respondents, but school curriculum and teaching methods by less than 30 percent. In the cognitive fields, graduate courses in economics and political science were deemed "important" or "of great importance" by at least three out of four, whereas sociology courses were so rated by only a little over one-third (36.2 percent).

Table 45 reports the superintendents' assessment of major weaknesses in graduate programs. Poor or irrelevant course offerings in general were cited as a major weakness by almost 43 percent of the superintendents. The second most frequently mentioned shortcoming was the poor quality of specific educational administration courses, cited by almost 29 percent. Low quality of professors ranked third. A close fourth in frequency was the low quality of a cluster of other specific course offerings. Lack of support from other departments and poor library or other facilities were mentioned relatively infrequently. In another study, professors of educational administration considered lack of internship the most frequently cited serious program weakness. But only about 10 percent of the superintendents in this study reported concern about lack of internship in preparation programs.

Turning to strengths, as shown in Table 46, 56.8 percent of the administrators mentioned educational administration courses. The next most frequently cited strength, mentioned by 31.8 percent, was the

high quality of professors. Noneducational or cognitive courses were cited as major strengths by only 10.4 percent of the sample reporting. Field contacts or practical work in the districts ranked lower than might be suspected: only 7.3 percent of the superintendents reported these experiences as a major strength. Independent or individualized study was cited as a major strength by about one in eight (13.1 percent).

It can be concluded from the data compiled in 1969-70 that superintendents view their graduate study as relevant and as a major source of strength in performing their professional responsibilities. A similar vote of confidence was registered in 1958-59.

Table 45. Major Weaknesses in Graduate Studies in Educational Administration as Reported by Superintendents, 1969-70

Nature of weakness	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000 99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Low quality of professors	16.1%	3	15.8%	8	27.6%	8	11.6%	19	16.2%	33	16.8%	38	15.8%	8	15.7%
Poor or irrelevant course offerings in general	42.9	7	36.8	10	34.5	34	49.3	51	43.6	72	36.5	105	45.0	28	54.9
Shortcomings in, or lack of, specific classes	16.0	7	36.8	7	24.1	14	20.3	28	23.9	42	21.3	34	14.2	5	9.8
Lack of internship	9.9	2	10.5	1	3.4	10	14.5	13	11.1	19	9.6	24	10.0	3	5.9
Poor quality of specific educational administration courses	28.9	2	10.5	6	20.7	19	27.5	27	23.1	61	31.0	68	28.3	12	23.5
Lack of support from other departments, not enough support from other departments, not enough social science	1.0			1	3.4	3	4.3	4	3.4	5	2.5	1	.4		
Poor library or other facilities	.2	1	5.3	1	3.4			2	1.7	1	.5				
Others	1.9	1	5.3	2	6.9	3	4.3	6	5.1	7	3.6	3	1.3	2	3.9
No weaknesses	7.4	1	5.3	3	10.3	5	7.2	9	7.7	9	4.6	20	8.3	2	3.9
Total reporting[a]		19		29		69		117		197		240		51	
Not reporting	17.4%	3	13.6%	5	14.7%	12	14.8%	20	14.6%	43	17.9%	50	17.2%	20	28.2%

[a]Columns do not add up to "Total reporting," because some respondents indicated more than one weakness.

Table 46. Major Strengths in Graduate Studies in Educational Administration as Reported by Superintendents, 1969-70

Nature of strength	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000 99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
High quality of professors	31.8%	10	50.0%	14	46.7%	37	50.0%	61	49.2%	74	35.9%	73	30.0%	17	32.7%
High caliber of fellow students	4.3	1	5.0			6	8.1	7	5.6	10	4.9	10	4.1	4	7.7
Quality of educational administration courses (one or more)	56.8	10	50.0	8	26.7	28	37.8	46	37.1	122	59.2	137	56.4	25	48.1
Quality of other courses in education	14.6	3	15.0	5	16.7	5	6.8	13	10.5	27	13.1	37	15.2	5	9.6
Availability of noneducation or cognate courses	10.4	4	20.0	8	26.7	14	18.9	26	21.0	26	12.6	23	9.5	5	9.6
Field contacts or practical work in districts	7.3	7	35.0	8	26.7	16	21.6	31	25.0	17	8.3	16	6.6	8	15.4
Library and other facilities	1.2			1	3.3	4	5.4	5	4.0	2	1.0	3	1.2		
Independent or individualized study and instruction	13.1	2	10.0	3	10.0	11	14.9	16	12.9	29	14.1	31	12.8	5	9.6
Other factors	3.9	1	5.0	5	16.7	3	4.1	9	7.3	9	4.4	9	3.7	2	3.8
No strengths	1.8	1	5.0			1	1.4	2	1.6	2	1.0	5	2.1		
Total reporting[a]		20		30		74		124		216		243		52	
Not reporting	15.6%	2	9.1%	4	11.8%	7	8.6%	13	9.5%	34	14.2%	47	16.2%	19	26.8%

[a]Columns do not add up to "Total reporting," because some respondents indicated more than one strength.

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Summary

The typical superintendent in 1969-70 had a master's degree as his highest earned academic achievement, as did his counterpart in 1958-59. A smaller percentage had no degree (less than one-half of 1 percent), or just a bachelor's degree (less than 3 percent), than ever before. The largest percentage ever had completed an earned doctorate or had done additional study beyond it (29.2 percent in the National Unweighted Profile). The larger the district the more likely it was that the superintendent had an earned doctorate. Thus, almost seven out of eight in districts with an enrollment of 100,000 or more had at least a doctor's degree, but less than 10 percent of those in Group C.

Superintendents started master's degree study by about age 28 and completed it some three or four years later. Most who pursued a doctorate began it by about age 33. Group A superintendents seem to have begun graduate study at an earlier age than those presently serving in smaller districts.

The major field of study at the baccalaureate level was likely to be education, the social sciences, the natural sciences, or mathematics. At the graduate level most of the superintendents majored in educational administration or general education. Very few pursued master's degree work in other fields.

The typical superintendent spent a little over $2,000 to obtain a master's degree and about $5,000 to obtain a doctorate. About 70 percent reported receiving veterans benefits, and only about one-fourth depended upon loans. College or university grants were not a major source of financial support except at the doctorate level. The financial aid received ranged from a median of $900 at the master's level to over $3,500 at the doctorate level. Only a small percentage borrowed money, even though the total investment through the doctorate was approximately $10,000 (in 1949-57 prices).

Once again superintendents gave a vote of high confidence to their programs of graduate study. They considered the quality of educational administration courses to be a major strength, along with the quality of professors. Reactions to other fields were mixed. Generally the content of courses was determinant of major weaknesses or strengths.

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Chapter 6

The Superintendent at Work and the Issues That Concern Him

Now that we have reviewed the superintendent's personal dimensions, professional experience, and educational background, it is time to look at his on-the-job behavior and concerns. The superintendents in this study were asked what they considered to be the most important issues and challenges of the day, what factors kept them from serving more effectively, and what kinds of specialization would help to improve performance levels. Finally, they were asked the inevitable question, Would they select the superintendency as their career if they had it to do over again?

The Superintendent's Work Schedule

The 40-hour workweek would be sheer luxury for today's school executive. At a time when there is considerable discussion of a 30-hour week by 1985, the superintendent's work schedule is almost double that. The workday begins early in the morning and usually ends late at a night meeting. As shown in Table 47, about 85 percent of the superintendents reach their desk by 8:10 a.m.; 10.9 percent are there before 7:20 a.m. The typical administrator is at work before 8 a.m. It is the rare man whose day starts as late as 9 a.m. Superintendents in smaller districts tend to start earliest. Thus, over 50 percent of the men in Group D and well over one-third of those in Group C start the day at 7:40 a.m. or earlier. Less than 30 percent of those in Groups A and B begin work that early.

As Table 48 shows, the first phase of the superintendent's work schedule reaches a temporary terminal point around 5 p.m. It is a temporary hiatus, a recess rather than a real end. For 11.4 percent, this recess doesn't come until after 6:10 p.m. In general, the larger the district, the later the termination of the initial phase of the work schedule. Thus, 60 percent of those in Group A leave the office after 5:40 p.m., but only about one in five in Group C and even fewer in Group D stay that late. Keep in mind that while those in Groups C and D leave earlier, they start earlier as well.

It would be erroneous to conclude from the data presented that the superintendent labors from roughly 8 a.m. to 5 p.m. daily. His "workday" includes evening functions and many Saturdays and Sundays as well. Information on the number of evenings the superintendent devotes to his work in a typical week is presented in Table 49. All dedicate at least one evening a week to professional responsibilities, 57.8 percent spend three or more evenings on the job, and almost 4 percent are involved with professional responsibilities during five evenings or more a week. The median number of evenings devoted to professional obligations during the week was 3.0. Other studies and empirical observations suggest that these are long evenings with meetings terminating late at night.

Saturdays and Sundays are seldom times for fun and relaxation for the chief school executive. As Table 50 shows, all superintendents are at their

Table 47. Time Superintendents' Typical Workday Begins

Time workday begins	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Before 7:20 a.m.	10.9%	5	23.8%	3	9.1%	9	11.4%	17	12.8%	19	7.9%	34	11.8%	70	10.6%	6	8.6%
7:20–7:40 a.m.	24.3	3	14.3	6	18.2	13	16.5	22	16.5	52	21.8	73	25.3	147	22.3	30	42.9
7:41–8:10 a.m.	49.7	5	23.8	14	42.4	44	55.7	63	47.4	117	49.0	144	50.0	324	49.1	28	40.0
8:11–8:40 a.m.	12.7	5	23.8	9	27.3	8	10.1	22	16.5	41	17.2	32	11.1	95	14.4	5	7.1
8:41–9:10 a.m.	1.9	3	14.3	1	3.0	5	6.3	9	6.8	8	3.3	4	1.4	21	3.2	1	1.4
After 9:10 a.m.	.5									2	.8	1	.3	3	.5		
Total	100.0%	21	100.0%	33	100.0%	79	100.0%	133	100.0%	239	100.0%	288	99.9%	660	100.1%	70	100.0%
Not reporting	.7%	1	4.5%	1	2.9%	2	2.5%	4	2.9%	1	.4%	2	.7%	7	1.0%	4	5.3%

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Figure 8. Number of Hours Superintendents Work per Week

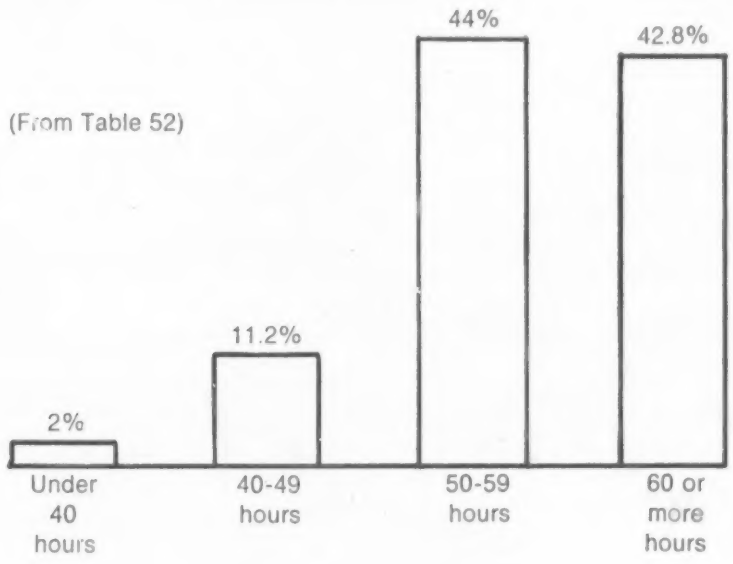

Figure 9. Percentage of Superintendents Working Various Numbers of Evenings per Week

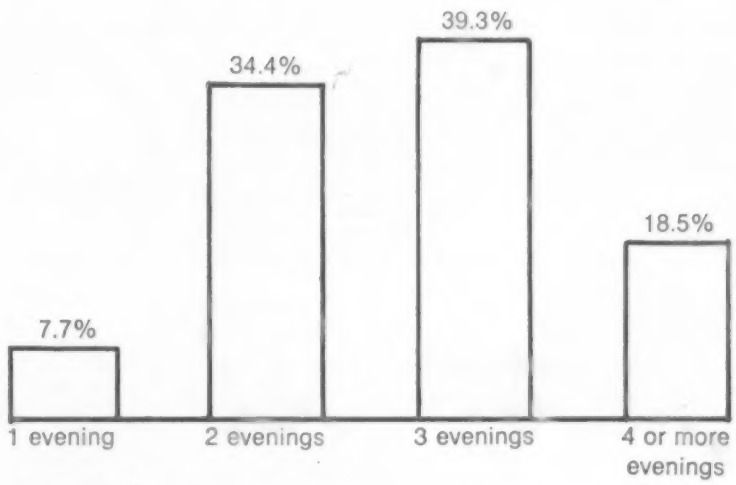

Table 48. Time Superintendents' Typical Workday Ends

Time workday ends	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Before 4:20 p.m.	8.2%									9	3.8%	28	9.8%	37	5.7%	10	14.7%
4:20–4:40 p.m.	10.5									24	10.2	31	10.8	55	8.4	15	22.1
4:41–5:10 p.m.	36.4	2	9.5	6	18.2	21	27.6	29	22.3	82	34.7	107	37.3	218	33.3	20	29.4
5:11–5:40 p.m.	21.0	2	9.5	3	9.1	18	23.7	23	17.7	51	21.6	60	20.9	134	20.5	11	16.2
5:41–6:10 p.m.	12.5	8	38.1	12	36.4	12	15.8	32	24.6	35	14.8	33	11.5	100	15.3	5	7.4
After 6:10 p.m.	11.4	9	42.9	12	36.4	25	32.9	46	35.4	35	14.8	28	9.8	109	16.7	7	10.3
Total	100.0%	21	100.0%	33	100.1%	76	100.0%	130	100.0%	236	99.9%	287	100.1%	653	99.9%	68	100.1%
Not reporting	1.2%	1	4.5%	1	2.9%	5	6.2%	7	5.1%	4	1.7%	3	1.0%	14	2.1%	6	18.1%

Table 49. Number of Evenings Superintendents Devote to Work in a Typical Week

Evenings devoted to work	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One	7.7%			2	6.1%	3	3.8%	5	3.8%	22	9.3%	21	7.3%	48	7.3%	14	20.9%
Two	34.4	4	19.0	7	21.2	18	22.8	29	21.8	78	32.9	101	35.2	208	31.7	22	32.8
Three	39.3	8	38.1	15	45.5	27	34.2	50	37.6	90	38.0	114	39.7	254	38.7	18	26.9
Four	14.6	5	23.8	6	18.2	28	35.4	39	29.3	37	15.6	40	13.9	116	17.7	10	14.9
Five	3.3	3	14.3	3	9.1	3	3.8	9	6.8	9	3.8	9	3.1	27	4.1	2	3.0
More than five	.6	1	4.8					1	.8	1	.4	2	.7	4	.6	1	1.5
Total	99.9%	21	100.0%	33	100.1%	79	100.0%	33	100.1%	237	100.0%	287	99.9%	657	100.1%	67	100.0%
Not reporting	1.1%	1	4.5%	1	2.9%	2	2.5%	4	2.9%	3	1.3%	3	1.0%	10	1.5%	7	9.4%
Median	3.0	3.0		3.0		3.0		3.0		3.0		3.0		3.0		2.0	

desks at least one Saturday during the month. The median number of Saturdays worked during a month is 2.0. Better than two out of five (43.2 percent in the National Weighted Profile) devote three or more Saturdays to educational problems. Superintendents in larger districts generally work more Saturdays than those in smaller units. Thus, almost 50 percent of the superintendents serving Group A districts work three or more Saturdays per month.

On Sunday the administrator may or may not join with the typical American to enjoy a day of rest. All superintendents in the survey are forced to dedicate at least one Sunday a month to professional responsibilities. Better than one in three (37.2 percent) devote two or more Sundays to their jobs. These data are presented in Table 51. The National Profile shows the median to be one Sunday, but the median for superintendents in Group A is two Sundays a month.

The full picture of the superintendent's work schedule would show a man at his desk by no later than 8:10 a.m. and departing temporarily around 5 p.m., only to return for meetings somewhere in the district at least three evenings a week. A free weekend is unusual for him, for at least two Saturdays and one Sunday a month are taken up in some way with professional responsibilities. It is not surprising, therefore, that the superintendent's workweek greatly exceeds the accepted standard of 40 hours. There is little hope of his ever fulfilling his responsibilities in a week as short as 30 hours. The median number of hours he devotes per week to professional responsibilities is 57.8—very similar to the 58 hours reported by superintendents in 1950. The long and difficult work schedule for superintendents hasn't changed much in twenty years, and there is little to suggest that it will be reduced in the next two decades.

Table 52 shows that once again the superintendents in larger districts reported a longer workweek. The median for Group A superintendents was 60.0 hours; for Group B, 56.0 hours; and for Group C,

Table 50. Number of Saturdays Superintendents Devote to Work in a Typical Month

Saturdays devoted to work	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One	24.9%	2	9.5%	3	9.1%	15	19.5%	20	15.3%	50	22.6%	72	25.8%	142	22.5%	17	27.0%
Two	31.9	9	42.9	14	42.4	23	29.9	46	35.1	73	33.0	88	31.5	207	32.8	25	39.7
Three	19.6	5	23.8	5	15.2	21	27.3	31	23.7	42	19.0	55	19.7	128	20.3	8	12.7
Four	23.6	5	23.8	11	33.3	18	23.4	34	26.0	56	25.3	64	22.9	154	24.4	13	20.6
Total	100.0%	21	100.0%	33	100.0%	77	100.1%	131	100.1%	221	99.9%	279	99.9%	631	100.0%	63	100.0%
Not reporting	4.8%	1	4.5%	1	2.9%	4	4.9%	6	4.4%	19	7.9%	11	3.8%	36	5.3%	11	14.9%
Median	2.0	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0	

Table 51. Number of Sundays Superintendents Devote to Work in a Typical Month

Sundays devoted to work	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One	62.8%	7	41.2%	10	37.0%	31	46.3%	48	43.2%	76	52.1%	114	67.1%	238	55.7%	14	41.2%
Two	24.5	6	35.3	10	37.0	22	32.8	38	34.2	41	28.1	39	22.9	118	27.6	15	44.1
Three	6.9	2	11.8	1	3.7	11	16.4	14	12.6	14	9.6	10	5.9	38	8.9		
Four	5.8	2	11.8	6	22.2	3	4.5	11	9.9	15	10.3	7	4.1	33	7.7	5	14.7
Total	100.0%	17	100.1%	27	99.9%	67	100.0%	111	99.9%	146	100.1%	170	100.0%	427	99.9%	34	100.0%
Not reporting	40.5%	5	22.7%	7	20.6%	14	17.3%	26	19.0%	94	39.2%	120	41.4%	240	36.0%	40	54.0%
Median	1.0	2.0		2.0		2.0		2.0		1.0		1.0		1.0		2.0	

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55.0 hours. It is also significant that better than two out of five (42.8 percent) of the superintendents in the National Weighted Profile reported working 60 hours or more per week.

Issues and Challenges Facing the Superintendency

The numerous frustrations of the moment tend to make us forget that conflicts and controversies, far from being new or unusual, have actually played a continuing role in the relatively short history of the American school superintendency. The position itself, established after several alternatives were tried and found wanting, was born of controversy. In each recent decade, the word "great" has been used to characterize some conflict or crisis. In the thirties it was the "great" depression. In the forties, one heard of the "great" war. The fifties were a time of "great" increases in enrollments and expansion in facilities. The sixties will be remembered as the decade of "great" social upheaval in race relations and "great" educational ferment in school personnel relations. Perhaps it is time to consider "great" problems normal. The issues may change, but the superintendency never runs out of challenges. It is significant that the American school superintendency did not merely survive the "great" challenges of past decades, but emerged all the stronger for the testing. Hopefully a similar triumph will be reported after future crises.

The 1970 questionnaire sought to identify the current educational issues or challenges perceived as most crucial by those in the superintendency in 1969-70. The responses are summarized in rank form in Table 53.

The issue rated most significant was how to obtain adequate financial support to meet increasing current expenditures and capital outlays. Finance was recognized as the number one issue by superintendents in districts of all sizes. Perhaps this ranking demonstrates the enduring quality of basic problems. Superintendents from the earliest surveys on have reported suffering from the same financial headache.

The second most frequently mentioned concern was expressed as "demands for new ways of teaching or operating educational programs." This is the pressure for educational innovations, a priority concern ranked high (never any lower than fourth) by all the superintendents, although those in Groups A and B felt it more acutely than those in Groups C and D.

Ranking third in significance was the issue of "greater visibility of the superintendent." As one administrator put it, "If you're visible, you're vulnerable." Vulnerability makes one uneasy during times of great social ferment. Visibility and the greater propensity for criticism appeared to make suprintendents in Group C districts more uncomfortable than those in Group A districts. Big city superintendents appear to have become better acclimated to the glare of publicity that surrounds their activities and decisions.

"Changes in values and behavior norms" among students and the population in general were the fourth greatest concern of superintendents in 1969-70. This concern includes problems created by dress codes, hairstyles, and uninhibited expression. There appeared to be greater unanimity among superintendents in districts of varying sizes on the ranking of this issue than on those that followed.

It is surprising that the much publicized and experienced revolution in school staff relations with administrators and school boards just barely managed to make the top five significant issues and

Table 52. Superintendents' Estimates of Number of Hours Worked per Week

Total hours of work	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 40 hours	2.0%			1	3.1%			1	.8%	2	.8%	7	2.4%	10	1.5%	9	13.0%
40–44 hours	2.9					1	1.3	1	.8	6	2.5	9	3.1	16	2.4	9	13.0
45–49 hours	8.2					3	3.8	3	2.3	7	3.0	29	10.1	39	5.9	10	14.5
50–54 hours	27.7	2	9.5	5	15.6	13	16.5	20	15.2	69	29.2	79	27.4	168	25.6	19	27.5
55–59 hours	16.3	3	14.3	6	18.8	7	8.9	16	12.1	39	16.5	47	16.3	102	15.6	8	11.6
60 hours or more	42.8	16	76.2	20	62.5	55	69.6	91	68.9	113	47.9	117	40.6	321	48.9	14	20.3
Total	99.9%	21	100.0%	32	100.0%	79	100.1%	132	100.1%	236	99.9%	288	99.9%	656	99.9%	69	99.9%
Not reporting	1.0%	1	4.5%	2	5.9%	2	2.5%	5	3.6%	4	1.7%	2	.7%	11	1.6%	5	6.8%
Mean	56.1	63.4		59.9		61.3		61.3		57.0		55.0		56.1		47.2	
Median	57.8	60.0		60.0		60.0		60.0		56.0		55.0		55.0		50.0	

Table 53. Superintendents' Ranking of Issues and Challenges Facing the Superintendency in 1969-70

Type of educational issue or challenge	Ranking of 18 issues in order of perceived significance—							
	1	2 Group A superintendents with enrollments of				3	4	5
	National Weighted Profile	2a 100,000 or more	2b 50,000 to 99,999	2c 25,000 to 49,999	2d Group A totals	Group B superintendents	Group C superintendents	Special estimate for Group D superintendents
Financing schools to meet increasing current expenditures and capital outlay	1	1.5	1	1	1	1	1	1
Demands for new ways of teaching or operating the educational program	2	1.5	3.5	2.5	2	2	4	3
Greater visibility of the superintendent	3	12	6	6	6.5	5	2	5
Changes in values and behavioral norms	4	6	5	5	5	3.5	5	6.5
School staff relations, strikes, sanctions, or other forms of teacher militancy	5	3.5	3.5	2.5	3.5	3.5	6	10
Growing federal involvement in education	6	7	7	13	9	6	7	6.5
Reorganization of small districts into larger units of administration	7	18	18	18	18	15	3	2
Assessment of educational outcomes, such as the national assessment effort	8	5	10.5	8.5	6.5	8	8	9
Caliber of persons assigned to or removed from local school boards of education	9	9.5	8.5	7	8	9	9	4
Caliber of responsibilities assigned to or removed from local boards of education	10	12	14	10.5	13	10	10	8
Social-cultural issues such as race relations, integration, or segregation	11	3.5	2	4	3.5	7	12	13
Rapidly increasing student enrollments	12	15	16	16	17	13	11	14
Changing priorities in curriculum, such as introducing black studies courses or sex education, or eliminating others	13	9.5	8.5	12	11	11	13	11
Use of drugs in the schools	14	14	12	8.5	12	12	15	16
Increasing attacks on the superintendent	15	17	13	16	15.5	17	14	12
Growing pressure for public support of nonpublic schools	16	16	17	14	14	16	16	15
Student activism, such as underground newspapers and student strikes	17	8	10.5	10.5	10	14	17	18
Decentralization of large districts into smaller units of administration	18	12	15	17	15.5	18	18	17

challenges. The dramatic displays of teacher militancy in strikes and sanctions concerned administrators in Group A and Group B districts more than those in Group C. Superintendents in Group D districts placed this issue way down in the number ten spot. Evidently during the 1960's the revolution in school staff relations was chiefly confined to the larger urban centers. Its full impact has yet to be felt by superintendents in districts with enrollments of less than 3,000 and particularly by those in districts of less than 300.

Even more surprising is the fact that the well-publicized social-cultural issues such as race relations and integration did not make it to the top ten most significant concerns, ranking only number 11 in the National Weighted Profile. Evidently most superintendents felt other challenges deserved higher priority. There was considerable disagreement as to the priority awarded to social-cultural issues, and the differences appeared to follow district size. Superintendents serving districts with the largest pupil enrollments (100,000 or more) regarded social-cultural issues as sufficiently important to rank them right behind finance and the demands for innovation, tying for third place with the revolution in staff relations. Those in Group A districts (the large urban areas) felt the social-cultural ferment far more keenly than did their colleagues in areas of lesser population concentrations. Group B school administrators put the great social-cultural issues of our times in rank 7. Group C school superintendents downgraded them to twelfth position, and those in Group D schools to thirteenth.

The abuse of drugs by pupils did not make the top 10 list. It ranked fourteenth in the National Weighted Profile. Even more surprising is the agreement among superintendents as to where they placed it in the scale of priorities. Those in Groups A and B tended to attach slightly greater significance to drug abuse, ranking it twelfth, while Groups C and D put it fifteenth and sixteenth, respectively.

Relatively lower significance was accorded to the

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increasing attacks on the superintendent, growing pressure for public support of nonpublic schools, student activism and strikes, and decentralization of large districts into smaller units of administration.

Reorganization of small districts into larger units was placed seventh in the National Weighted Profile, primarily because of the large number of superintendents in Group C. This group tended to rate reorganization into larger units as the third most important issue. Those in Group D schools considered it the second most important issue! In stark contrast, superintendents in Group A districts put this issue at the very bottom of their list of concerns. Group B superintendents placed it very close to the bottom, in position 15. This wide disparity demonstrates that small district administrators continued to recognize the problems generated by a district that is too small for efficient operation.

In general, there was considerable agreement among Groups A, B, and C superintendents in the

Table 54. Issues Likely To Cause Superintendents To Leave the Field If Problems Relating to Them Intensify Further

Issue	Ranking in order of significance by superintendents in—				
	National Weighted Profile for A, B, and C	Group A: 25,000 or more pupils	Group B: 3,000-24,999 pupils	Group C: 300-2,999 pupils	Special estimate for Group D: less than 300 pupils
Attacks on superintendents	1	4	3	1	1
Teacher negotiations and strikes	2	3	1	2	2.5
Low caliber of board members	3	2	2	3	4
Inadequate school finance	4	7	6	4	10
Student unrest	5	5	5	5	2.5
Social-cultural ferment	6	1	4	6	6

Table 55. Superintendents' Opinions on Factors Inhibiting Their Effectiveness

Inhibiting factor	1 National Weighted Profile for A, B, and C		2. Group A: 25,000 or more pupils								3		4		5	
			2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,000 pupils		2d Group A totals		Group B: 3,000-24,999 pupils		Group C: 300-2,999 pupils		Special estimates for Group D: less than 300 pupils	
	Percent	Rank	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Lack of time or too much added responsibility	21.7%	5	3	14.3%	10	34.5%	30	42.3%	43	35.5%	49	23.1%	54	21.0%	24	41.4%
Inadequate financing of schools	35.8	1	7	33.3	10	34.5	21	29.6	38	31.4	87	41.0	99	34.2	19	32.8
Too many insignificant demands upon superintendent	33.2	2	5	23.8	6	20.7	23	32.4	34	28.1	47	22.2	95	37.0	15	25.9
Limits on personal or professional capabilities	23.1	4	11	52.3	14	48.3	24	33.8	49	40.5	58	27.4	55	21.4	5	8.6
Too many controls placed on superintendent	16.0	6	15	71.4	9	31.0	20	28.2	44	36.4	42	19.8	37	14.4	4	6.9
Inexperienced, unqualified, or unprepared staff members	23.2	3	6	28.6	10	34.5	23	32.4	39	32.2	65	30.7	53	20.6	11	22.4
Difficulty in relations with school board members	3.8	10	2	9.5	1	3.4	2	2.8	5	4.1	15	7.1	7	2.7	1	1.7
District too small	4.7	9					2	2.8	2	1.7	3	1.4	15	5.8	7	12 1
Not enough administrative staff members	10.2	7			3	10.3	10	14.1	13	10.7	35	16.5	21	8.2	2	3.4
Others—race, ethnic problems, drug problems, clerical staff, philosophy	5.8	8	1	4.8	2	6.9	4	5.6	7	5.8	15	7.1	14	5.4	4	6.9
None	.3	11					1	1.4	1	.8			1	.4		
Not reporting	11.5%		4.5%		14.7%		12.3%		11.7%		11.7%		11.4%		18.3%	

ranking of such issues as school finance, pressure for innovations, greater visibility of the superintendent, the revolution in school staff relations, growing federal involvement, caliber of persons assigned to or removed from local boards of education, caliber of responsibilities assigned to or removed from local boards of education, and changing priorities in curriculum. On other issues it appeared that the chief school executives were reacting to situations found in their districts rather than to national educational concerns that transcend local conditions.

The Spearman-Rho rank order correlation was calculated to discover the correlation of superintendents' rankings of the eighteen issues listed in Table 53 with rankings given by professors of educational administration. A more complete description of how those in institutions of higher learning perceived the same issues is found in another report by the AASA Commission. Professors tended to place the issues in an order that was more closely related to that given by superintendents in Group A districts than by those in smaller districts. The correlation in rankings between superintendents and those in institutions of higher learning was a positive 0.475, which is significant at the .05 level. But the correlation between professors and Group A superintendents was a positive 0.745, which is significant at the .01 level. The correlation of a positive 0.267 between professors and Group D superintendents was not significant at the .05 level.

Superintendents were also asked to identify the issues most likely to cause them to leave the field if problems relating to them intensified further. The top six such issues are presented in Table 54. It is apparent that although the issue of increasing attacks on superintendents was ranked only fifteenth in order of general significance in the total list of 18 issues in Table 53, this issue was the number one personal career concern. It can be assumed that many would be forced to leave the superintendency if the attacks worsened. It is strange that in spite of the highly publicized attacks on administrators in large districts, this problem was rated less significant than others by superintendents in A and B districts, while superintendents in Groups C and D labeled it their prime concern.

Teacher negotiations and the strikes that could erupt were the second most likely set of issues to bring about a termination of professional careers in education if the problems generated by them intensified. Although finance was ranked number one in significance by all superintendents, evidently it is a problem suffered with fewer frustrations and less internalization. It gained a rank of number four in the six top issues likely to cause a superintendent to terminate his professional career prematurely.

Social-cultural issues received a number six ranking mostly because those in smaller districts felt them less keenly than other issues. Superintendents in Group A perceived social-cultural issues as the ones most likely to cause them to leave the field.

Enhancing Effectiveness

Superintendents were asked to identify factors that prevent them from being more effective leaders and administrators. The responses are summarized in Table 55. Once again money appeared to be the root of many problems. Inadequate financing, according to better than one in three (35.8 percent), meant insufficient resources with which to do the job that needs to be done. This response suggests that effectiveness in administration is directly related to the resources or finances available in a school district.

"Too many insignificant demands upon the superintendent" ranked as the second biggest block to reaching greater effectiveness. The third and fourth biggest factors were problems caused by inexperienced, unqualified, or unprepared staff members (23.2 percent) and limits on personal or professional capabilities (23.1 percent).

Problems in working with school boards, cited by only 3.8 percent of the superintendents, fell to the very bottom of the list. Thus, this study cannot support the generalization often made by other writers and studies that school board relations are a stumbling block on the road to greater administrative effectiveness. Perhaps we have reached the point where full-time professional executives are accepted by and have learned to live with lay school board members.

The questionnaire also asked what type of specialists should be added to the staff to help the school system increase performance and output levels. From the responses presented in Table 56, it is evident that superintendents continue to have the traditional instructional orientation. Better than half (52.5 percent) called for more curriculum and instructional specialists as a way to improve school performance or output levels. These traditional "generalists" were considered to be the most urgently needed personnel in today's schools. Next came general administrators, the need for which was cited by 44.1 percent. Also needed were more business management specialists, according to 31.7 percent; more pupil personnel service specialists, according to 26.5 percent; more public relations specialists, according to 21.9 percent; and more staff relations specialists, according to 20.4 percent.

There was less agreement on what other types of specialists might help. The new breed of central office specialists, such as those focusing on research and development, data processing, government relations, human relations, and planning, were considered less essential than the established breed. In each case, only about one in eight, or less, of the superintendents recognized the possible contributions of such specialists to the betterment of schools. Less than one in ten (9 percent) felt that no new specialists were needed to improve performance levels.

In a related section of the questionnaire, superintendents were asked to identify what new skills or

Table 56. Types of Specialists Superintendents Feel Are Needed To Help the School System Improve Performance Levels

Type of specialists	1 National Weighted Profile for A, B, and C		2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
			2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	Rank	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Curriculum and instructional specialists	52.5%	1	5	50.0%	8	32.0%	31	54.4%	44	47.8%	75	50.3%	95	53.4%	9	47.4%
Public relations specialists	21.9	5	5	50.0	7	28.0	27	47.4	39	42.4	53	35.6	30	16.9	5	26.3
Research and development specialists	13.2	10	4	40.0	7	28.0	18	31.6	29	31.5	29	19.5	19	10.7	6	31.6
More general administrators	44.1	2	3	30.0	9	36.0	22	38.6	34	37.0	65	43.6	79	44.4	13	68.4
Human relations specialists	10.4	13	4	40.0	10	40.0	15	26.3	29	31.5	22	14.8	15	8.4	5	26.3
Staff relations specialists	20.4	6	2	20.0	11	44.0	21	36.8	34	37.0	50	33.6	28	15.7	5	26.3
Pupil personnel services specialists	26.5	4	4	40.0	10	40.0	19	33.3	33	35.9	44	29.5	45	25.3	10	52.6
Data processing specialists	11.5	11	3	30.0	8	32.0	15	26.3	26	28.3	24	16.1	17	9.6	6	31.6
Business management specialists	31.7	3	6	60.0	5	20.0	16	28.1	27	29.3	46	30.9	57	32.0	6	31.6
Staff development specialists	10.5	12	2	20.0	4	16.0	6	10.5	12	13.0	17	11.4	18	10.1	5	26.3
Government relations specialists	13.9	9	2	20.0	5	20.0	7	12.3	14	15.2	25	16.8	23	12.9	6	31.6
Attorneys	9.7	16	1	10.0	3	12.0	6	10.5	10	10.9	20	13.4	15	8.4	5	26.3
Change specialists	9.6	17	2	20.0	3	12.0	6	10.5	11	12.0	17	11.4	16	9.0	5	26.3
General planners	10.1	15	2	20.0	4	16.0	9	15.8	15	16.3	17	11.4	17	9.6	5	26.3
Vocational-technical education specialists	9.4	18	1	10.0	3	12.0	5	8.8	9	9.8	16	10.7	16	9.0	5	26.3
More general and special elementary specialists	16.7	8	2	20.0	5	20.0	9	15.8	16	17.4	29	19.5	28	15.7	6	31.6
More classified personnel	17.3	7	1	10.0	3	12.0	5	8.8	9	9.8	31	20.8	29	16.3	7	36.8
Other	10.2	14	1	10.0	3	12.0	6	10.5	10	10.9	18	12.1	17	9.5	6	31.6
None	9.0	19	1	10.0	3	12.0	5	8.8	9	9.8	16	10.7	15	8.4	5	26.3
Not reporting	38.4%		54.5%		26.5%		29.6%		32.8%		37.9%		38.6%		73.2%	

Table 57. New Skills or Information Superintendents Feel They Need To Maintain Their Effectiveness as Administrators

New skill or information	1 National Weighted Profile for A, B, and C		2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
			2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	Rank	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
PPBS and/or systems administration skills	19.0%	5	9	45.0%	13	44.8%	24	31.6%	46	36.8%	55	26.8%	39	16.0%	8	13.8%
Human relations skills	35.0	1	9	45.0	9	31.0	36	47.4	54	43.2	96	46.8	75	30.9	16	27.6
Skills in conflict resolution	5.2	8	1	5.0	1	3.4	10	13.2	12	9.6	17	8.3	10	4.1	4	6.9
Better knowledge of public finance	20.7	4	4	20.0	3	10.3	7	9.2	14	11.2	32	15.6	55	22.6	18	31.0
Research skills and techniques	3.8	9	1	5.0	2	6.9	2	2.6	5	4.0	3	1.5	11	4.5	1	1.7
Specialized management skills	18.6	6	6	30.0	15	51.7	18	23.7	39	31.2	47	22.9	41	16.9	8	13.8
Knowledge of social and educational change processes, issues, and trends	24.9	3	2	10.0	3	10.3	18	23.7	23	18.4	46	22.4	63	25.9	15	25.9
Others	27.1	2	9	45.0	11	37.9	23	30.3	43	34.4	62	30.2	63	25.9	18	31.0
None needed	10.0	7	1	5.0	1	3.4	4	5.3	6	4.8	9	4.4	29	11.9	10	17.2
Not reporting	15.7%		9.1%		14.7%		6.2%		8.8%		14.6%		16.2%		18.3%	

information they might personally acquire in order to maintain high levels or to increase effectiveness as administrators. Data gathered from this "inward look" are compiled in Table 57. A wide divergence of opinions is evident.

Human relations skill was most frequently identified, but it was mentioned by only 35 percent of the superintendents. Those in larger districts attached more importance to it than those in smaller districts. Knowledge of some aspect of change ranked second in the listing of desired new skills or information, but here again only about one out of four superintendents mentioned it. Better knowledge of public finance was cited by 20.7 percent of the

superintendents. Less than one in five (19 percent) considered the new insights and skills in systems techniques, such as PPBS, essential to maintaining effectiveness as an administrator. About the same percentage felt the need for specialized management skills. These data confirm that administrators in 1969-70 were either not aware or refused to believe that the relatively new systems techniques in administration could contribute much personally or otherwise. At the bottom of the list were such skills as those needed in conflict resolution and in research. In view of the amount of conflict currently swirling about education one would have expected a greater need to be voiced for conflict resolution skills and insights.

The Superintendent's Leadership Image

Some have interpreted the criticisms of public education and the pressures placed upon superintendents as indicative of a lower status or a tarnished image for the superintendent as an educational or community leader. The superintendents surveyed did not feel this way. Their opinions on their status are summarized in Table 58. A near majority (49.8 percent) felt that the superintendent's position as an educational or community leader was increasing in importance despite all the conflict and criticism. Superintendents in larger districts (Groups A and B) were more positive than those in smaller districts that their professional images were improving rather than deteriorating. The majority of those in Groups A and B districts were of the opinion that the image of the superintendent was increasing in importance.

On the other side was a substantial minority of a little over a third (35.5 percent) of the National Weighted Profile who felt that the status of the superintendent as an educational and community leader was only about the same now as it was 10 years ago. Less than 15 percent of the superintendents believed that their positions as educational and community leaders had diminished in importance over the last decade.

These results are encouraging if only because they suggest that the confidence and self-image of the superintendent as a leader has not degenerated in spite of pressures and criticisms. A total of 85.3 percent believed their status to be as good as or better than it was 10 years ago.

Membership in Professional Organizations

As Table 59 shows, superintendents are more likely to affiliate with the American Association of School Administrators than with any other professional organization. Better than three out of four (76.7 percent) of the 1969-70 superintendents surveyed were members of AASA. Further analysis shows that 100 percent of the superintendents in districts with enrollments of 100,000 or more were AASA members. In general, the larger the school district the more likely it was that the superintendent was a member of his national professional association. Almost all (97 percent) of the superintendents in Group A districts, about seven in eight (88 percent) in Group B districts, better than seven in ten (72.4 percent) in Group C districts, and less than four in ten (37.3 percent) in Group D districts were active in AASA. The largest pool of potential new members for AASA is found in Group C. There were almost three times as many superintendents in Group C as in Groups A and B combined. If the AASA membership percentage in Group C were to equal that in Group B (88 percent), the number of new members would be almost 1,500; if the percentage were to equal that in Group A, the gain would be over 2,200.

The next most popular professional organization was the National Education Association. It is interesting to observe that at a time of significant and dramatic changes in relations between teachers and administrators, a large majority of the superintendents surveyed (63.8 percent) were NEA members. What is more, over three-fourths of the superintendents serving in Group A districts, where militant actions by teachers were not uncommon, belonged to

Table 58. Superintendents' Opinions of Their Status as Educational or Community Leaders

Opinion on status	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Decreasing in importance	14.8%	2	9.5%	2	5.9%	9	11.1%	13	9.6%	37	15.5%	42	14.6%	92	13.9%	3	4.4%
Same as ten years ago	35.5	3	14.3	11	32.4	31	38.3	45	33.1	82	34.3	103	35.9	230	34.7	35	51.5
Increasing in importance	49.8	16	76.2	21	61.8	41	50.6	78	57.4	120	50.2	142	49.5	340	51.4	30	44.1
Total	100.1%	21	100.0%	34	100.1%	81	100.0%	136	100.1%	239	100.0%	287	100.0%	662	100.0%	68	100.0%
Not reporting	.9%	1	4.5%					1	.7%	1	.4%	3	1.0%	5	.7%	6	8.1%

NEA—a higher percentage than in the other strata.

The combined membership in national organizations for elementary and for secondary school principals showed that less than one out of five (18.6 percent) of the superintendents belonged to these so-called "middle management" associations. Only about one in eight (13.5 percent) of the superintendents were members of the Association for Supervision and Curriculum Development (ASCD). Phi Delta Kappa ranked number five among the organizations, attracting 8 percent of the superintendents. Less than 2 percent identified with the Association of School Business Officials (ASBO), and less than 1 percent with the American Educational Research Association (AERA).

Future Plans

Superintendents were asked about their future plans, and particularly about whether any pressures would force them to leave for other positions. Their responses are summarized in Table 60. Almost 45

Table 59. National Professional Organizations to Which Superintendents Belong

Professional organization	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000 99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
AASA	76.7%	21	100.0%	32	94.1%	77	97.5%	130	97.0%	205	88.0%	197	72.4%	19	37.3%
NEA	63.8	12	57.1	27	79.4	63	79.7	102	76.1	146	62.7	174	64.0	32	62.7
NASSP, NAESP	18.6	3	14.3	7	20.6	15	19.0	25	18.7	37	15.9	53	19.5	19	37.3
ASCD	13.5	4	19.0	6	17.6	14	17.7	24	17.9	43	18.5	32	11.8	4	7.8
PDK	8.0	1	4.8	4	11.8	11	13.9	16	11.9	28	12.0	18	6.6	5	9.8
ASBO	1.5	1	4.8			1	1.3	2	1.5	4	1.7	4	1.5	1	2.0
AERA	.6			1	2.9	1	1.3	2	1.5	3	1.3	1	.4		
Others	36.8	5	23.8	7	20.6	31	39.2	43	32.1	89	38.2	99	36.4	30	58.8
Not reporting	5.3%	4.5%				2.5%		[illegible]2%		2.9%		6.2%		28.2%	

Table 60. Future Plans of Superintendents

Future plans	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 National Unweighted Profile for A, B, and C		6 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals									
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Will continue in superintendency until age 65	44.9%	6	37.5%	14	46.7%	37	55.2%	57	50.4%	95	47.5%	113	44.0%	265	46.5%	26	44.1%
Will continue in superintendency until minimum retirement age	34.8	7	43.8	10	33.3	17	25.4	34	30.1	69	34.5	90	35.0	193	33.9	17	28.8
Will probably leave for university position	4.0	2	12.5	2	6.7	5	7.5	9	8.0	11	5.5	9	3.5	29	5.0	3	5.1
Will probably leave for position outside education	2.8					1	1.5	1	.9	4	2.0	8	3.1	13	2.3	6	10.2
Want to get out as soon as possible	2.3					1	1.5	1	.9	7	3.5	5	1.9	13	2.3	1	1.7
Will leave for position outside superintendency allowing greater contribution to education	16.6	2	12.5	6	20.0	11	16.4	19	16.8	27	13.5	45	17.5	91	16.0	12	20.3
Number reporting[a]		16		30		67		113		200		257		570		59	
Not reporting	12.8%	6		4		14		24		40		33		97		15	

[a] Columns do not add up to total for "Number reporting," because some respondents indicated more than one plan.

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Table 61. Positions Superintendents Would Select If Given a Chance To Start Over

Career desired	1 National Weighted Profile for A, B, and C	2. Group A: 25,000 or more pupils								3 Group B: 3,000-24,999 pupils		4 Group C: 300-2,999 pupils		5 Special estimates for Group D: less than 300 pupils	
		2a 100,000 or more pupils		2b 50,000-99,999 pupils		2c 25,000-49,999 pupils		2d Group A totals							
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
School superintendent	71.4%	21	100.0%	28	87.5%	71	88.8%	120	90.2%	180	76.9%	190	69.1%	40	57.1%
Another educational administration or supervisory position	9.7			1	3.1	2	2.5	3	2.3	15	6.4	30	10.9	11	15.7
Classroom teacher	1.5									4	1.7	4	1.5	6	8.6
Guidance counselor	2.3									1	.4	8	2.9	1	1.4
College professor	3.0					1	1.3	1	.8	11	4.7	7	2.5		
A position outside the field of education	12.2			3	9.4	6	7.5	9	6.8	23	9.8	36	13.1	12	17.1
Total	100.1%	21	100.0%	32	100.0%	80	100.1%	133	100.1%	234	99.9%	275	100.0%	70	99.9%
Not reporting	4.5%	1	4.5%	2	5.9%	1	1.2%	4	2.9%	6	2.5%	15	5.2%	1	1.4%

percent planned to continue in the superintendency until the normal retirement age of 65. Another 34.8 percent wanted to remain until they reach a minimum state retirement age. In short, almost eight out of ten (79.7 percent) planned to continue in the superintendency until they reach a retirement age.

Only 16.6 percent expressed an interest in leaving for another position in education, other than a university post, while 4 percent were seeking eventually to join a university staff. A total of 2.3 percent voiced a desire to get out of the superintendency as soon as possible, and 2.8 percent said they would leave when they found a desirable position outside of education. The responses from superintendents in various strata were fairly similar, although those in Group A were less prone to get out of the field entirely.

To the inevitable question, "If you had it to do over again, would you select the superintendency as a career?" the superintendents, despite all the pressures and criticisms, answered a resounding yes. As Table 61 shows, 71.4 percent said they would choose to be superintendents once again. Another 9.7 percent said they would choose a career in school administration but not the superintendency. Only about one in eight (12.2 percent) stated that they would select a position outside the field of education if they had it to do all over again. Very small percentages declared preferences for a professorship, guidance counseling, or classroom teaching.

Note the variation in responses according to size of district served. Those who made it to the larger superintendencies were more likely than those in smaller districts to say that they would select a career as superintendent if they were starting all over again. Thus, 100 percent of those serving districts with enrollments of 100,000 or more would choose the superintendency again, despite the intense pressures and criticisms they face. There was a little less enthusiasm among others in Group A districts, but the total for Group A was still 90.2 percent who would choose to be superintendents again, as compared to 76.9 percent in Group B, 69.1 percent in Group C, and only 57.1 percent in Group D.

Less than 7 percent of the superintendents in Group A districts indicated they would select a career outside the field of education if they had it to do over, in contrast to 9.8 percent in Group B, 13.1 percent in Group C, and 17.1 percent in Group D. Thus superintendents in smaller districts showed the most preference for positions outside the field of education.

Summary

Superintendents continue to work a long week of almost 58 hours. Better than two out of five, and particularly those in Group A districts, work 60 or more hours a week. The typical superintendent starts around 8 a.m. and takes a brief respite about 5 p.m., only to come back to the office about three evenings a week. Those in smaller districts start the day earlier, but those in larger districts quit later. The superintendents work on educational problems most Saturdays and about one Sunday a month.

Superintendents are no strangers to controversial issues and pressures. They agree that financing education continues as always to be their primary concern. Demands for innovations, greater visibility, changes in values and behavior, and the revolution in school staff relations round out the top five concerns. Some issues, such as those related to the social-cultural ferment, are felt more keenly by superintendents in large districts than by those in smaller ones. Reorganization, on the other hand, is a very sensitive issue for those in Groups C and D, but not for others. There was a high degree of consistency in ranking about half the issues, but in the other half the chief school executive appeared to be reacting more to local concerns than to prevailing national issues.

The top six problems that could cause an administrator to leave the superintendency are the attacks on superintendents, teacher negotiation and strikes, caliber of board members, inadequate financing, student unrest, and the social-cultural ferment. This ranking does not follow the order of general importance given by the superintendents to these issues. Once again some issues were felt more keenly by administrators in one stratum than in another.

The superintendents felt their effectiveness to be inhibited by such factors as inadequate financing of schools, too many insignificant demands upon the position, low quality of staff to support the superintendency, limits of personal capabilities, and insufficient time. They believed their systems could be most improved by adding more traditional specialists such as those in curriculum and instruction, general administration, and specialized administration, rather than those in planning or systems analysis. Likewise, superintendents desired personally to gain more information or skills in human relations, change, or public finance, rather than in such relatively new fields as systems administration or specialized management.

Almost seven out of eight (85.3 percent) believed their status as educational leaders to be the same as or better than it was ten years ago. The superintendents' vote of confidence in themselves was confirmed by the fact that over 70 percent would be superintendents again if they had it all to do over. Those now in the field are likely to continue to serve until retirement; very few want to get out of education.

Almost all superintendents in the large districts and better than three out of four nationally are members of AASA. About 64 percent still are affiliated with the NEA. Relatively smaller percentages belong to other organizations.

65

AASA

American Association of School Administrators

October 15, 1969

Dear Superintendent:

We had hoped to write a personal letter seeking your professional assistance, but unfortunately the magnitude of the study made it impossible to do so. The AASA Commission on Preparation of Professional School Administrators has been charged with determining what has happened in the American school superintendency during the 1960's. A distinguished group of practitioners and professors make up the Commission and include:

Dr. Robert L. Chisholm, Division Superintendent, Arlington, Virginia
Dr. Luvern L. Cunningham, Dean, Ohio State University
Dr. Robert D. Gilberts, Superintendent, Denver, Colorado
Dr. Russell T. Gregg, Prof. and Chairman, University of Wisconsin
Dr. James A. Sensenbaugh, State Supt. of Schools, Baltimore, Maryland
Dr. Thomas T. Tucker, Jr., Prof. and Chairman, University of Nevada
Dr. E. L. Whigham, Superintendent, Miami, Florida
Dr. Donald J. Willower, Professor, Pennsylvania State University

They will report to the profession sometime in 1970.

We need your support to obtain data which only you can provide. The enclosed instrument is designed to gather information on the personal characteristics, professional preparation, career patterns, and opinions of school superintendents. You have been selected as one member of a sample of national educational leaders to provide data of vital importance to a study sponsored by AASA. Your cooperation will enhance the validity of the research. Similar studies were made of the superintendency in 1950 and in 1960. AASA anticipates continuing these reviews at the end of future decades as well.

Your early response will be appreciated. Two copies of the instrument are enclosed; please return one and keep the other for your files. Thanking you in advance for this professional courtesy, we remain

Cordially yours,

Stephen J. Knezevich
Chairman, AASA Commission on
Preparation of Professional
School Administrators

Forrest E. Conner
Executive Secretary

1201 Sixteenth Street, N. W., Washington, D. C. 20036, (202)223-9400

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

AASA COMMISSION ON PREPARATION OF PROFESSIONAL SCHOOL ADMINISTRATORS

Data Gathering Instrument
For
The Study of the American School Superintendency in 1969-70

Form SS1969

Directions: Please answer each question and return the completed instrument to: AASA, 1201 16th Street, N.W., Washington, D.C. 20036. Estimates may be used where precise data are not available. The term "superintendent" refers to all chief executive officers in school districts regardless of the local or state title preference. Thank you for providing information important to a study that sheds light on what's happening in the profession.

I GENERAL DATA:

1. Name _____ (Last) _____ (First) _____ (Middle)
2. Title or Position _____

II SCHOOL DISTRICT DATA:

3. Name of School District _____
4. Address of School District _____
5. Type of School District: a) Elementary-Secondary District___; b) Elementary School District___; c) Secondary School District___; d) Other (specify)_____
6. Present (estimated 1969-70) grades 1 through 8 or 1 through 12 enrollment in your district_____

III PERSONAL CHARACTERISTICS:

7. Age (nearest birthday)_____
8. Sex: M___ F___
9. In what type of community did you spend most of your life prior to enrolling in a college or university? Check type and size which best describe your home community:

Type:	Size:
___ a. Rural	___ e. Under 2,500 in population
___ b. Town or small city	___ f. 2,500 to 9,999 in population
___ c. Suburban city in a metropolitan area	___ g. 10,000 to 99,999 in population
___ d. Large urban center or city	___ h. 100,000 or more in population

IV CAREER DATA:

10. At what age were you employed in your first full-time position in public education?_____

11. Describe your first full-time position in education

(1) Type of School	(2) Teaching field(s) or grade level(s)	(3) Extracurricular Responsibilities if any (type of coach, advisor, etc.)
___a. elementary	d._____	g._____
___b. high school	e._____	h._____
___c. other (specify) _____	f._____	i._____

12. How many years of classroom teaching experience did you have prior to spending a major portion of your time in administration or supervision?_____

13. a) At what age were you appointed to your first public school administrative or supervisory position other than the superintendency?_____

    b) Age at appointment to second such position?_____

    c) Age at appointment to third such position?_____

14. What was the nature of your first administrative or supervisory position? (Check only one)

___a. Asst. Principal ___c. Supervisor ___e. Asst. Superintendent

___b. Principal ___d. Director ___f. Other (specify)_____

15. a) At what age were you appointed to your first public school superintendency (chief school administrator)?_____
    b) Age appointed to your second superintendency?_____
    c) Age appointed to your third superintendency?_____
    d) Age appointed to your fourth superintendency?_____
    e) Age appointed to your present superintendency?_____

16. a) What was the total elementary-secondary pupil enrollment in the district where and when you were appointed to your first public school superintendency?_____
    b) Total pupil enrollment at start of 2nd superintendency?_____
    c) Total pupil enrollment at start of 3rd superintendency?_____
    d) Total pupil enrollment at start of 4th superintendency?_____
    e) Total pupil enrollment at start of present superintendency?_____

17. In how many districts have you served as public school superintendent (count your present position)?_____

18. a) What was your starting salary in your first public school superintendency?_____
    b) What was your starting salary in your second public school superintendency?_____
    c) What was your starting salary in your third public school superintendency?_____
    d) What was your starting salary in your fourth public school superintendency?_____
    e) What was your starting salary in your present public school superintendency?_____
    f) What is your present salary?_____

19. Please list the different states where you have served as superintendent, starting with the state where you had your initial public school superintendency:

a._____(first state) d._____(third state)

b._____(second state) e._____(fourth state)

20. a) In how many states have you served as a public school superintendent (include present one)?_____

b) In how many states have you served as an administrator or supervisor other than at the superintendent level?_____

21. For how many years have you held your present public school superintendency (count present year)?_____

22. How many years did you serve in each of your superintendencies?

(1st)_____ (2nd)_____ (3rd)_____ (4th)_____ (5th)_____ (6th)_____

23. How many years of experience <u>in all</u> have you had as a superintendent (count present year)?_____

24. What is the length, in years, of the full term of your present contract or letter of appointment with the school board in your district?

_____a. 1 year _____b. 2 years _____c. 3 years

_____d. 4 years _____e. 5 or more years _____f. Indefinite

g. Other (specify)_____

25. On the line at the end of this question, please trace your career pattern in different educational positions starting with classroom teacher, other administrative or supervisory positions, and then various superintendencies using the following letters to identify the positions:

a) classroom teacher (elementary or secondary)
b) vice or assistant principal
c) principal
d) supervisor or consultant
e) director
f) assistant superintendent
g) associate superintendent
h) others, specify _____

s_1) rural community superintendent (with population under 2,500)
s_2) small town or city superintendent (district population of 2,500 to 9,999)
s_3) suburban area superintendent
s_4) large urban city superintendent
t) college or university teaching

(Example: A person who went directly from being a teacher to superintendent in a suburban area would place below "a----> s "; a career pattern from teacher to principal to assistant superintendent to small town superintendent would be shown as: "a----> c ----> f ----> s_2)

Your Career Pattern:_____

26. Did your movement from one educational position to another occur in: (please check which of the following apply)

a) Within one (the same) school district or system_____
b) More than one school district_____

27. How long were you employed in non-educational positions for a period of one year or more since graduating from college? (Place total years in each of the fields that apply and a zero in those that do not.)

	(1) Type	(2) Duration in Years
_____	a. None	_____
_____	b. Military	_____
_____	c. Business	_____
_____	d. Other (specify)_____	_____

28. Was the salary in your non-educational position equal to, less than, or more than the salary in your next educational position?

_____ a. equal to; _____b. less than; _____c. more than

29. If you had to do it all over again would you choose a career in:

_____ a. the school superintendency

_____ b. another type of school administrative or supervisory position (specify) _____

_____ c. another position in education (specify which one)_____

_____ d. a non-educational field of work (specify)_____

V PREPARATION DATA:

30. Please indicate your professional preparation pattern by providing the degrees, dates, majors, and institution granting degrees:

		Date	Majors	Institution
a)	_____ Bachelors	_____	_____	_____
b)	_____ Masters	_____	_____	_____
c)	_____ Sixth Year Specialist	_____	_____	_____
d)	_____ Doctorate	_____	_____	_____
e)	_____ Additional Study	_____	_____	_____

31. Have you pursued a graduate program of studies in educational administration culminating in a master's, specialist, or doctor's degree?

a)____No; b)____Yes.

If Yes, please add the following information for each degree:

	Masters	Sixth Year or Specialist	Doctorate
c) Age at the start of degree study	_____	_____	_____
d) Age at completion of degree study	_____	_____	_____
e) Number of different institutions attended while completing degree	_____	_____	_____
f) Did you receive a fellowship or assistantship?	__Yes;__No	__Yes;__No	__Yes;__No
g) Indicate total amount of fellowship or assistantship stipend	_____	_____	_____
h) Indicate type of support (university, federal grant, etc.)	_____	_____	_____
i) Did you receive sabbatical leave support from your district?	__Yes;__No	__Yes;__No	__Yes;__No
j) How much do you estimate it cost to complete study for your degree? (tuition, books, extra room and board, but do not include wages not earned)	_____	_____	_____
k) GI or veterans benefits	__Yes;__No	__Yes;__No	__Yes;__No
l) Years of administrative experience when degree was received	_____	_____	_____
m) Indicate number of semesters or quarters spent in full-time residence study	_____S or_____Q	_____S or_____Q	_____S or_____Q
n) Did you have to seek a loan to complete your study?	__Yes;__No	__Yes;__No	__Yes;__No
o) If Yes, how much did you borrow for such purposes	_____	_____	_____

32. On the whole how would you evaluate your program of graduate studies as preparation for the superintendency?

____ a. Excellent; ____ b. Good; ____ c. Fair; ____ d. Poor.

33. What were the major strengths of your graduate study program:

_____

_____

_____

34. What were the major weaknesses of your graduate study program:

_____

_____

_____

35. Please rate the importance of each of the following graduate areas of study or experiences to success in the superintendency using the following letter scale: a) Of Great Importance; b) Important; c) Of Limited Importance; d) Unimportant. Please place the letter (a,b,c,or d) in the blank space in front of each item listed below which best reflects your opinion or judgment.

A) Educational Administration Courses

____ (1) Administrative Theory
____ (2) Human Relations
____ (3) Personnel Administration
____ (4) Public Relations
____ (5) School Finance Systems
____ (6) School Business Management
____ (7) Legal Aspects of Education
____ (8) School Plant Planning
____ (9) The School Principalship
____(10) Other (specify)_____
_____
____(11) Other (specify)_____
_____

B) Educational Foundations

____(12) Child Growth & Development
____(13) History of Education
____(14) Philosophy of Education
____(15) Psychology (Adolescent & Others)
____(16) Research
____(17) Other (specify)_____
_____
____(18) Other (specify_____
_____

C) Curriculum,Instruction & Supervision

____(19) Adult Education Courses
____(20) Elementary and/or Secondary School Curriculum
____(21) Physical Education
____(22) Supervision
____(23) Teaching Methods Courses
____(24) Other (specify)_____
_____

D) Field Experiences

____(25) Internship
____(26) School Surveys
____(27) School Visits & Observations
____(28) Other (specify)_____
_____

E) Social Science Courses

____(29) Anthropology
____(30) Economics
____(31) Political Science
____(32) Sociology
____(33) Social Psychology
____(34) Other (specify)_____
_____

F) Technology

____(35) Computer-assisted instruction
____(36) Computer & data processing
____(37) Multi-media, including TV
____(38) Operations research
____(39) PPBS or program budgeting
____(40) Systems analysis
____(41) Other (specify)_____
_____

G) Science and Mathematics

____(42) Biological science
____(43) Mathematics, Other than statistics
____(44) Physical sciences
____(45) Statistics
____(46) Other (specify)_____
_____

H) Humanities and Fine Arts

____(47) Drama
____(48) Music
____(49) Literature or Great Books
____(50) Art
____(51) Speech
____(52) Other (specify)_____
_____

I) Miscellaneous

____(53) Other (specify)_____
____(55) Other (specify)_____

____(54) Other (specify)_____
____(56) Other (specify)_____

VI ISSUES AND CHALLENGES FACING THE SUPERINTENDENCY TODAY:

36. Please rank each of the following issues and challenges facing the superintendency today in your school district on the following letter scale: a) Of Great Significance; b) Significant; c) Of Limited Significance; d) Little Or No Significance.

Place a check in the blank spaces identified as columns a, b, c, and d, to indicate the degree of significance you would attach to each of the following:

Great a.	Significant b.	Limited c.	Little Or No d.	
____	____	____	____	(1) Social-cultural issues such as race relations, integration, or segregation
____	____	____	____	(2) Issues in school staff relations such as negotiations, strikes, sanctions or some form of teacher militancy
____	____	____	____	(3) Student activism such as underground newspaper and student strikes
____	____	____	____	(4) Decentralization of large districts into smaller units of administration
____	____	____	____	(5) Reorganization of small districts into larger units of administration
____	____	____	____	(6) Changing priorities in curriculum such as introducing black studies courses or sex education or eliminating current priorities
____	____	____	____	(7) Demands for new ways of teaching or operating the educational program
____	____	____	____	(8) Financing schools to meet increasing current expenditures and capital outlay
____	____	____	____	(9) Assessing educational outcomes, such as the national assessment effort
____	____	____	____	(10) Growing pressure for public support of non-public schools
____	____	____	____	(11) Growing federal involvement in education
____	____	____	____	(12) Caliber of persons assigned to or removed from local boards of education
____	____	____	____	(13) Caliber of responsibilities assigned to or removed from local boards of education
____	____	____	____	(14) Rapidly increasing student-enrollments
____	____	____	____	(15) Greater visibility of the superintendent
____	____	____	____	(16) Increasing attacks on the superintendent
____	____	____	____	(17) Use of drugs in the schools
____	____	____	____	(18) Changes in values and behavioral norms
____	____	____	____	(19) Other (specify)_____
____	____	____	____	(20) Other (specify)_____

37. Please indicate which of the following issues (repeated from item no. 36): (a) should be included in courses or experiences offered; (b) which issues were covered adequately; and (c) which issues were neglected or not included in your graduate preparation program for the school superintendency.

Place a check in the blank spaces provided (a, b, or c) to indicate: a) issues which should be included; b) issues which were included and covered adequately; and c) issues which were neglected or not included in your preparation program for the superintendency.

Should Be Included a.	Included And Covered b.	Neglected c.	
_____	_____	_____	(1) Social-cultural issues such as race relations, integration, or segregation
_____	_____	_____	(2) Issues in school staff relations such as negotiations, strikes, sanctions or some form of teacher militancy
_____	_____	_____	(3) Student unrest or activism such as underground newspaper and student strikes
_____	_____	_____	(4) Decentralization of large districts into smaller units of administration
_____	_____	_____	(5) Reorganization of small districts into larger units of administration
_____	_____	_____	(6) Changing priorities in curriculum such as introducing black studies courses or sex education or eliminating others
_____	_____	_____	(7) Innovations or demands for new ways of teaching or operating the educational program
_____	_____	_____	(8) Financing schools to meet increasing current expenditures and capital outlay
_____	_____	_____	(9) Assessing educational outcomes such as the national assessment effort
_____	_____	_____	(10) Growing pressure for public support of non-public schools
_____	_____	_____	(11) Growing federal involvement in education
_____	_____	_____	(12) Caliber of persons assigned to or removed from local boards of education
_____	_____	_____	(13) Caliber of responsibilities assigned to or removed from local boards of education
_____	_____	_____	(14) Rapidly increasing student-enrollments
_____	_____	_____	(15) Greater visibility of the superintendent
_____	_____	_____	(16) Increasing attacks on the superintendent
_____	_____	_____	(17) Use of drugs in the schools
_____	_____	_____	(18) Changes in values and behavioral norms
_____	_____	_____	(19) Other (specify)_____
_____	_____	_____	(20) Other (specify)_____

38. Which of the issues listed in item 37 would cause you to leave the superintendency if the issue intensifies further in your school district.

___a. none
___b. the following one alone (list number shown above)_____
___c. two or more of the following (list numbers shown above)_____ _____ _____
_____ _____ _____ _____ _____

39. Do you believe your school system is staffed adequately at the administrative and supervisory levels to cope with critical issues facing the district? a)_____Yes, b)_____No.
If No, then

c) Approximately how many more positions should be added?_____

d) What kinds of specializations are needed?
(Please List)

(1)_____
(2)_____
(3)_____
(4)_____

40. Do you subcontract for certain services, or employ consultants to supplement your your administrative staff: a) ___No, b) ___Yes
If Yes, then

c) How much is budgeted annually for these purposes?_____

d) How many such persons or firms do you employ in a typical year?_____

41. What new skills or information do you feel you need to maintain your effectiveness as an administrator?

a)_____None

b)_____The following_____

_____

_____

_____

42. What is the status of the position of the superintendent as the educational or community leader in your school district? (Check One)

___a) decreasing in importance and influence?
___b) remaining about the same as it was 10 years ago?
___c) increasing in importance and influence?

43. The following data will be useful in determining the work load of the superintendent of schools: (Please fill in the blanks.)

____a) What in your estimation is the number of hours that you devote to the superintendency during a typical week?
____b) About how many evenings in a typical week do you obligate to work related to the superintendency?
____c) About how many Saturdays in a typical month are devoted (whether for one hour or all day) to work related to the superintendency?
____d) About how many Sundays in a typical month are devoted (whether for one hour or all day) to work related to the superintendency?
____e) What time in the morning does your typical work day start?
____f) What time does your typical work day end?
____g) Other comments on your work load or day:_____
_____
_____

44. What prevents you from achieving even greater effectiveness as a chief school administrator? Please list.

a)_____
b)_____
c)_____
d)_____

45. What are your future plans in the superintendency? Please check the one which reflects your thinking today.

___a. I definitely will continue in a superintendency whether in this district or another, the Lord willing, until normal retirement age of 65 or older.
___b. I will continue (probably) in a superintendency, the Lord willing, until I can qualify for minimum state retirement age prior to age 65.
___c. I will leave (probably) when I find a desirable position in a university.
___d. I will leave (probably) when I find a desirable position outside of education.
___e. This is an impossible position and I want to get out of the superintendency as soon as possible.
___f. Will remain until a position outside the superintendency opens which allows me to make a greater contribution to education.
___g. Other, please specify_____
_____

46. Please check the national professional organizations in which you are an active member in good standing:

___a) AASA; ___b) NEA; ___c)NASSP; ___d) Elementary School Principals; ___e) Association for Supervision and Curriculum Development; ___f) Others (specify)_____
_____

Date:_____ Signed_____

AASA and this special AASA Commission express their appreciation to you for completing this questionnaire.

RETURN TO: AASA, 1201 16th Street, N.W., Washington, D.C. 20036